# RIE

# RESOURCES IN EDUCATION

## ED 331 948 — 333 095
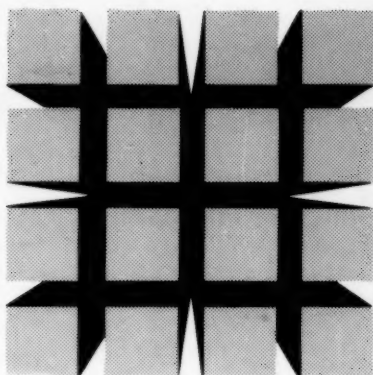
1966-1991

**ERIC**

25 YEARS OF SERVICE
TO EDUCATION

EDUCATIONAL RESOURCES **ERIC**® INFORMATION CENTER

# RIE

## RESOURCES IN EDUCATION

## TABLE OF CONTENTS

**EDUCATIONAL RESOURCES** **ERIC**® **INFORMATION CENTER**

# Selected Acronyms

| | | |
|---|---|---|
| CH | — | Clearinghouse |
| CIJE | — | *Current Index to Journals in Education* |
| Comp. | — | Compiler |
| DHEW | — | Department of Health, Education, and Welfare |
| Ed. | — | Editor |
| ED | — | Accession Number Prefix (ERIC Document) |
| | — | Department of Education |
| EDRS | — | ERIC Document Reproduction Service |
| EJ | — | Accession Number Prefix (ERIC Journal Article) |
| ERIC | — | Educational Resources Information Center |
| GPO | — | Government Printing Office |
| MF | — | Microfiche |
| NIE | — | National Institute of Education |
| OE | — | Office of Education |
| OERI | — | Office of Educational Research and Improvement |
| PC | — | Paper Copy |
| RIE | — | *Resources in Education* |
| SN | — | Scope Note |
| UF | — | Used For |

# Library of Congress
# Cataloging in Publication

# Introduction

**RESOURCES IN EDUCATION** (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)**
**Office of Educational Research and Improvement (OERI)**
**U.S. Department of Education**
**Washington, D.C. 20208-5720**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education,* except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 2440 Research Boulevard, Rockville, MD 20850. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled *"How to Order Resources in Education."*
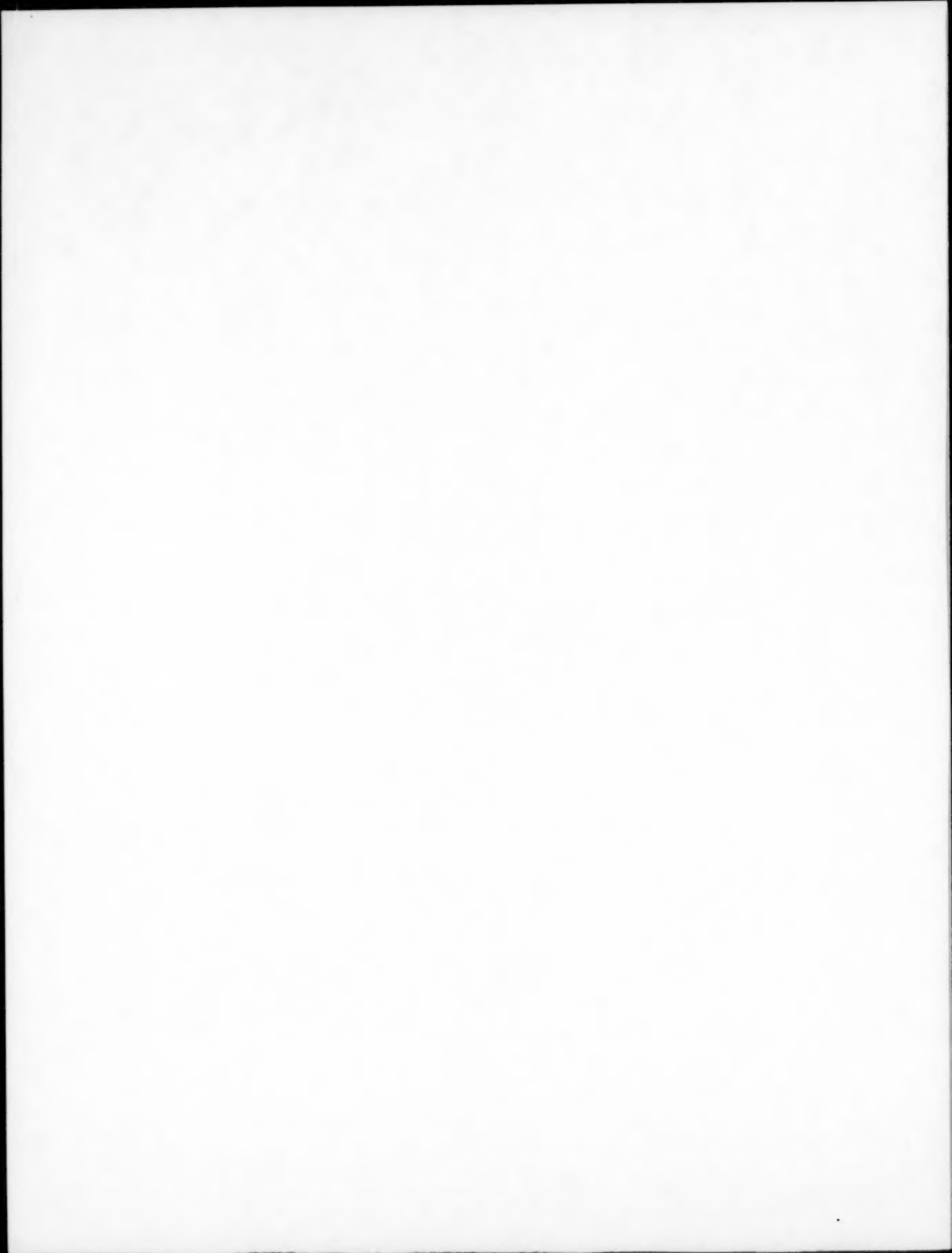
# ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issues.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education,* the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; Telephone: 1-800-443-ERIC (3742).

**ED 332 165**　　　　　CS 010 586
**Testing and Assessment. Special Collection Number 1.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; 56p.
**EDRS Price - MF01/PC03 Plus Postage.**
Alternate Availability—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

**ED 332 255**　　　　　CS 507 465
*Gottlieb, Stephen S.*
**Educating the Consumer about Advertising: Some Issues. ERIC Digest.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; 4p.
**EDRS Price - MF01/PC01 Plus Postage.**
Alternate Availability—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

**ED 332 307**　　　　　EA 022 889
**At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 3: Child Abuse.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.; 66p.
**EDRS Price - MF01/PC03 Plus Postage.**
Alternate Availability—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.50 prepaid; $2.50 postage and handling).

**ED 332 533**　　　　　FL 019 177
*Wilcox, Sherman  Wilcox, Phyllis*
**Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 142p.
**EDRS Price - MF01/PC06 Plus Postage.**

**ED 332 696**　　　　　IR 015 099
**Drug-Free Schools: A National Challenge. Drug Testing.**
Journal Cit—The ERIC Review; v1 n1 1990
ACCESS ERIC, Rockville, MD.; 29p.
**EDRS Price - MF01/PC02 Plus Postage.**
Alternate Availability—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).

**ED 332 697**　　　　　IR 015 100
**Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.**
Journal Cit—The ERIC Review; v1 n2 Apr 1991
ACCESS ERIC, Rockville, MD.; 33p.
**EDRS Price - MF01/PC02 Plus Postage.**
Alternate Availability—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).

**ED 332 855**　　　　　RC 018 165
*Stephens, E. Robert*
**A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.**
Appalachia Educational Lab., Charleston, W. Va.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 106p.
**EDRS Price - MF01/PC05 Plus Postage.**

**ED 332 928**　　　　　SO 021 408
*Patrick, John J.  Leming, Robert S.*
**How To Teach the Bill of Rights.**
B'nai B'rith, New York, N.Y. Anti-Defamation League.; ERIC Clearinghouse for Social Studies/-Social Science Education, Bloomington, IN.; 114p.
**EDRS Price - MF01/PC05 Plus Postage.**

**ED 332 929**　　　　　SO 021 409
*Patrick, John J.*
**Teaching the Responsibilities of Citizenship. ERIC Digest.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
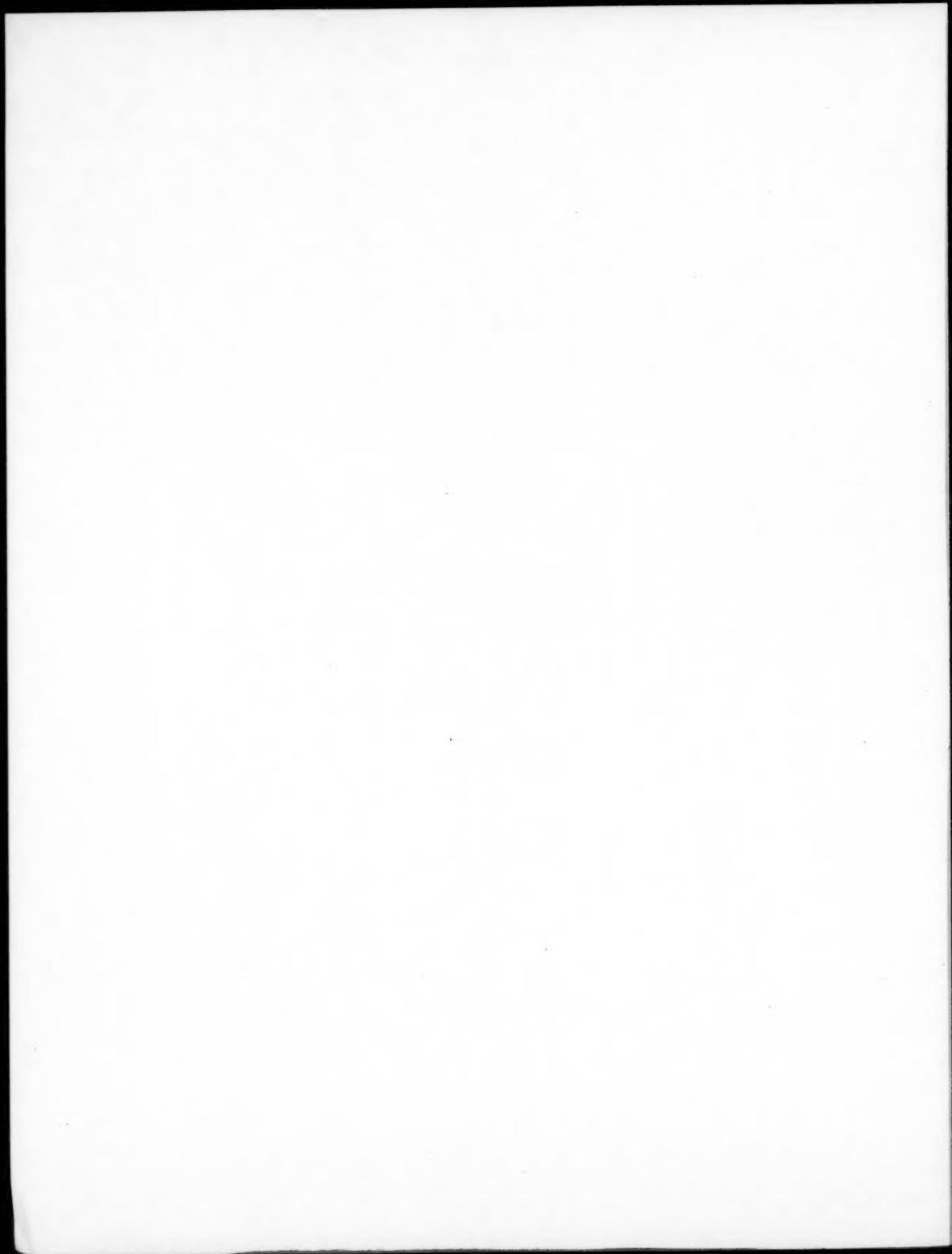**EDRS Price - MF01/PC01 Plus Postage.**

**ED 332 930**　　　　　SO 021 411
*Patrick, John J.*
**Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
**EDRS Price - MF01/PC01 Plus Postage.**

**DOCUMENT SECTION**

# SAMPLE DOCUMENT RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

**Clearinghouse Accession Number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's Initials.**

---

ED 654 321                    CE 123 456

*Smith, John D.*          *Johnson, Jane*
**Career Planning for Women.**
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE-C-83-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type— Speeches/Meeting Papers (150)
**EDRS Price—MF01/PC06 Plus Postage.**
Descriptors — Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute
   Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

## AA

**ED 331 948**  AA 001 213
Resources in Education (RIE). Volume 26, Number 10.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0098-0897
Pub Date—Oct 91
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $94.00 (Domestic), $117.50 (Foreign).
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials
Identifiers—*Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

## CE

**ED 331 949**  CE 054 155
Thematic Description of Research in Adult Education: University and Non-University Research.
New Brunswick Dept. of Education, Fredericton
RIE OCT 1991

(Canada).
Pub Date—[89]
Note—203p.; For a related document, see CE 054 157.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Access to Education, Action Research, Adult Development, *Adult Education, *Adult Learning, *Adult Students, *Continuing Education, Distance Education, Educational Administration, Educational Media, English (Second Language), Foreign Countries, Health Education, Literacy Education, Postsecondary Education, Program Development, Qualitative Research, Special Needs Students, Student Participation
Identifiers—*Canada
A study collected information about research on adult education conducted in Canada from 1983-1988 and identified themes that emerged from the research studies, projects, and activities. Sources of information searched were electronic databases, bibliographic compilations of reports and articles in adult education and related fields, journals, and proceedings from adult education research conferences. The searches yielded 529 entries that were coded by area of adult education to which they referred, the type of learner involved, and topic of interest. The document includes approximately 92 pages of references on studies produced at universities and approximately 28 pages of nonuniversity research. The entries are arranged by the following themes: continuing education/general adult education, postsecondary/higher education, continuing professional/vocational education, vocational education, adult basic education/literacy education, language education, health education, distance education, postsecondary students, adult learners, special needs students, native Canadians, visible minorities/immigrants, women, older adults (university section only), teachers of adults, student attrition/accessibility/participation, program development/evaluation, adult learning, adult development, theoretical bases of adult education, policy, teaching strategies, history of adult education in Canada, and the use of media and technology in adult education. (CML)

**ED 331 950**  CE 054 157
Annotated Bibliography of Research in Adult Education 1983-1988.
New Brunswick Dept. of Education, Fredericton (Canada).
Pub Date—89
Note—191p.; For a related document, see CE 054 155.
Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adult Education, *Continuing Education, Educational Research, Foreign Countries, *Lifelong Learning, Postsecondary Education, *Research Projects, *Vocational Education
Identifiers—*Canada
Research studies conducted in Canada are emphasized in this annotated bibliography of adult education research conducted from 1983-1988, although a few studies from the United States and England are included. The entries, arranged in alphabetical order by author's last name, are in English and, occasionally, French. (CML)

**ED 331 951**  CE 056 676
Oduaran, Akpovire
The Computer Revolution and Adult Education. Growth Prospects in Africa.
Pub Date—Apr 91
Note—27p.; Revised version of a paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 5, 1990).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Computer Literacy, *Computer Oriented Programs, *Computer Uses in Education, *Developing Nations, Economic Development, *Educational Improvement, Educational Philosophy, *Foreign Countries, Problems
Identifiers—*Africa
Most African countries are presently overburdened by their debts, declining economies, and quality of living as well as abiding struggles for the restoration of democracy. However, they have noted the global revolution in the development and application of computers. Most Africans believe that computers and intensive and relevant education for all provide opportunities for speeding up the development process. Although most education in African nations is directed at youths, computers could be applied to many aspects of African adult education, such as retaining students, providing information systems, retraining, computer literacy, distance education, and computer conferencing. Conversely, several problems could develop in the use of computers in adult education, such as computer-related crimes, policy setbacks, the presence of nontechnical administrators, an inadequate supply of personnel, an inadequate infrastructure, costs, technical issues, and suspicion of computers. Surmounting such problems requires concerted international cooperation in fostering the use of computers in Africa, training adults in computer use, and promoting adult education research. (20 references) (KC)

**ED 331 952**                                      CE 056 948

*Brand, Betty*

**Preparing Students for Leadership in Tomorrow's Work.**

Pub Date—1 Dec 90

Note—11p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1, 1990).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), College School Cooperation, Cooperative Programs, Coordination, Corporate Support, *Educational Legislation, Educational Mobility, *Education Work Relationship, *Federal Legislation, Industry, Postsecondary Education, *School Business Relationship, Secondary Education, Technical Education, Technological Advancement, *Vocational Education

Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990

If educators, policymakers, and school administrators Employment Policy's current project on at-risk youth aged 9 to 15 school, graduate, and enjoy learning. Unfortunately, the current policy on education is targeted to young people who go on to college. Another fundamental problem with schools is that the school curriculum has become disconnected from real work. Education must be about opportunity. Students, teachers, and youths and the educational problems they encounter are also Education Act, as reauthorized in 1990, incorporates some of these priorities. The new law focuses on accountability for program quality and student achievement; program improvement; flexible regulations that will permit state and local educators maximum freedom to develop programs that meet student needs; the integration of vocational and academic curricula; and the Tech Prep Education Program that strengthens partnerships between secondary and postsecondary educators. Business has an important role to play to reform education. Education and business relationships improve the school-to-work transition by helping vocational education respond to changes in the labor market and by ensuring that students get the skills needed for available jobs. (YLB)

**ED 331 953**                                      CE 056 990

*Bitney, JoAnn P.*

**Leave None Behind--Youth-at-Risk Age 9-15. Monograph Series Vol. 1, No. 8.**

National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—Sep 87

Note—23p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Dropout Prevention, Educationally Disadvantaged, *Educational Needs, *Education Work Relationship, Elementary Secondary Education, *Federal Legislation, *High Risk Students, *Policy Formation, Preadolescents, Public Policy, *School Role

Identifiers—Proposed Legislation

This paper is one component of the National Commission for Employment Policy's current project on at-risk youth aged 9-15 years old. It examines and discusses current issues, legislation, and action being taken regarding educational programs that assist this at-risk population about to enter the school-to-work transition. The paper also analyzes the school's role in this process. The unique educational needs of these youth and the educational problems they encounter are also studied. Current federal legislation that directly affects the educational welfare of this target population and legislative changes considered in the 100th Congress are reviewed. The paper concludes with a call for youth at risk to be considered a priority in the design of first-chance programs, primarily those outlined within the Education Consolidation and Improvement Act considered in the 100th Congress. (27 references) (KC)

**ED 331 954**                                      CE 057 028

**YALA Journal, 1990.**

City Univ. of New York, NY. Young Adult Learning Academy.

Pub Date—90

Note—101p.; Photographs may not reproduce clearly.

Journal Cit—YALA Journal; 1990

Pub Type— Collected Works - Serials (022) — Creative Works (030)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, *Creative Writing, Dropout Programs, *Dropouts, Illustrations, *Nontraditional Education, Periodicals, Photography, Poetry, Prose, Urban Youth, *Young Adults, Youth Programs

Identifiers—*New York (New York)

The YALA journal is an annual publication of the Young Adult Learning Academy (YALA) in New York City, New York. This journal, one of many YALA publications and projects, was designed to encourage students to assume active roles in their education and to present their ideas, feelings, and craft to others. The YALA was established in 1984 to provide educational services for young people who had dropped out of school. In order to enter YALA, students must be between 16 and 24 years of age and read below the eighth-grade level. The 1990 journal was produced by a special class of full-time students who served as writers, editors, production helpers, and artists. Fifty-seven authors and five illustrators contributed almost 200 illustrations, photographs, prose, and poetry. This issue of the YALA journal contains seven sections: (1) One Life to Live; (2) The New Start; (3) Roots, Vibes, and Culture; (4) YALA Students Speak Out; (5) Secrets and Emotions; (6) All My Children; and (7) Memories. Lists of YALA staff, community-based organizations, and sponsoring agencies are included. (NLA)

**ED 331 955**                                      CE 057 217

*Berton, F.  And Others*

**Continuing Vocational Training in France. Review and Perspectives.**

Report No.—ISSN-1156-2366

Pub Date—91

Note—5p.

Journal Cit—Training & Employment: French Dimensions; n2 Win 1991

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Continuing Education, *Corporate Education, Employment Practices, Foreign Countries, *Industrial Training, *Job Training, Labor Legislation, Organization Size (Groups), Small Businesses, *Training Allowances

Identifiers—*France

Over the past 20 years, continuing vocational training in France has evolved within an innovative institutional system that has produced results. The goals of the institutional program are to: (1) give individuals who had been excluded from initial training a second chance; (2) give people greater control over their lives by improving their level of education and training; and (3) permit the adaptation of skills and increase employers' ability to react to economic change. Continual vocational training is a permanent feature in the French economy because of legislation. The legal obligations of employers generated a vast and ever-expanding market for continuing training. As a result, new institutions had to be created to regulate this market and ensure better coordination. The situation gave rise to two kinds of innovations: training insurance funds and training associations. The growth of this training is the result of industrial activities. Employers can be divided into three main groups according to the scale of their training effort: (1) sectors with a strong tradition of continuing training; (2) intermediate situations, in which training accommodates change or resolves a crisis; and (3) sectors providing near the legal minimum. Mainly found in large firms, many innovations in continuing training could prefigure the future role of training investment in employment practices. (Seven references are included.) (NLA)

**ED 331 956**                                      CE 057 238

*Johnston, Cheryl*

**Competency Based Entrepreneurship Training for Fulton County. Final Report.**

Central Fulton School District, McConnellsburg, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Sep 89

Contract—85-9040

Note—140p.

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Advertising, Behavioral Objectives, Business Administration, Business Education, Competency Based Education, *Curriculum Development, Curriculum Guides, Entrepreneurship, Financial Support, High Schools, Learning Activities, Marketing, Planning, Postsecondary Education, Self Employment, Small Businesses, Student Evaluation, Units of Study

Identifiers—*Pennsylvania (Fulton County)

This report describes a project that reviewed existing materials on all aspects of entrepreneurship likely to be encountered by independent business persons. In addition to the review of books, periodicals, and newspapers, the project interviewed successful Pennsylvania entrepreneurs. A curriculum guide was synthesized that was relevant to the problems of selecting and operating a financially successful small business. The curriculum/student manual that was developed is attached. This comprehensive guide to high school study of entrepreneurship consists of 11 units that are self-contained and may be used in any sequence and combination. It is suggested that the guide be used in conjunction with current issues of the "Wall Street Journal." Each unit consists of these components: competency objectives; sections with informational material, each followed by a review (brief student evaluation); entrepreneur case study followed by a review; list of student learning activities; and unit summary. Unit title are entrepreneurship; entrepreneurial motives; choosing a business location; predicting success; financing and sources of money; marketing and advertising; business ownership options; expanding with employers; product sales, writing a business plan; and recordkeeping and taxes. A glossary is appended. (YLB)

**ED 331 957**                                      CE 057 666

**Vocational Education and JTPA Delivery Systems Assisted under the Carl D. Perkins Vocational Education Act and Job Training Partnership Act.**

Virginia State Council on Vocational Education, Richmond.

Pub Date—91

Note—54p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Advisory Committees, Cooperative Programs, *Coordination, Correctional Education, Delivery Systems, Disabilities, Educational Planning, *Employment Programs, Federal Legislation, *Job Training, Postsecondary Education, Program Effectiveness, Program Evaluation, Secondary Education, *State Programs, Statewide Planning, *Vocational Education, Youth Programs

Identifiers—*Carl D Perkins Vocational Education Act 1984, *Job Training Partnership Act 1982, Virginia

During the years 1988-1990, the Virginia vocational education delivery system directed its resources toward achieving the purposes of the Carl D. Perkins Vocational Education Act. Significant progress was made in coordinating secondary and postsecondary programs, developing 2+2 check prep initiatives, integrating academic and vocational curricula, serving target populations, and improving program and service quality. When compared to national standards, the 14 Service Delivery Areas (SDAs) that comprise the Job Training Partnership Act (JTPA) delivery system reflected a high level of accomplishment. Services provided to JTPA participants included on-the-job training, customized skills training, work experience, basic education, job search assistance, employability development, and youth services. Coordination activities between vocational education and JTPA were undertaken in school divisions, community colleges, correctional institutions, and SDAs. The broadly based efforts emphasized coordination with education beyond the agreement in the vocational plan. The Virginia Council on Vocational Education held public meetings, made program visits, suggested activities for the state vocational education plan, solicited and disseminated descriptions of innovative programs, and made Business and Industry Partnership Awards and Advisory Council and Advisory Committee Awards. (A listing of SDAs and a cooperative agreement are appended.) (YLB)

**ED 331 958**                                      CE 057 777

**Champions of Literacy 1991.**

Royce and Royce, Lancaster, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—91

Note—55p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Adult Basic Education, *Adult Literacy, Career Development, Case Studies, Educationally Disadvantaged, Mathematics Skills, Reading Skills, *Success
Identifiers—*Pennsylvania

The stories of 10 outstanding Pennsylvania men and women in this booklet illustrate the determination of educationally disadvantaged people to overcome insurmountable obstacles. They were aided in their successful struggles to enhance their reading and math skills as well as their careers by their participation in various adult basic education and literacy programs throughout Pennsylvania. The 10 people represented various counties in Pennsylvania: (1) Donna Smith, Allegheny County; (2) Donald Zeigler, Berks County; (3) Dawn Yates, Bradford County; (4) Carmen Harvison, Lebanon County; (5) Deborah Holmes, Montgomery County; (6) Michael Murray, Montgomery County; (7) Vincent Luettgen, Northampton County; (8) Darling Gregory, Philadelphia County; (9) Steven Parker, Philadelphia County; and (10) Patricia Williams, Susquehanna County. (NLA)

**ED 331 959    CE 057 783**
*Sheffer, Wilma    Roscoe, Julia V.*
**Workplace Competencies for Teachers and Tutors. Bridging the Gap.**
Saint Louis Community Coll., Mo.
Spons Agency—Literacy Investment for Tomorrow–Missouri, St. Louis.
Pub Date—91
Note—55p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, Career Development, *Competence, Competency Based Education, *Corporate Education, Course Organization, Educational Needs, Education Work Relationship, *Employment Potential, Instructional Materials, Job Analysis, *Job Skills, Literacy Education, Material Development, Needs Assessment, On the Job Training, Program Development, Program Implementation, School Business Relationship, *Skill Development
Identifiers—Literacy Audits, *Workplace Literacy

Workplace basics are those basic skills that enable adult employees and prospective employees to learn and perform tasks on the job and in the training environment, thus increasing the likelihood of their being hired, advancing on the job, and participating in more advanced training opportunities. This manual provides a holistic, global definition of workplace basics and gives program directors, teachers, tutors and others a "fast start" on workplace basics' applied learning. The manual contains four chapters. Chapter 1 is an overview of the new workplace basics. Chapter 2 provides information on starting, planning, and developing a program for a workplace basics program. Chapter 3 examines job skills assessment, explaining job audits, standardized and criterion-referenced tests, and other forms of needs assessment. Chapter 4 provides an instructional design for workplace basics, including a learner-centered curriculum model and suggestions for developing customized materials, scheduling information, and planning for ongoing evaluation. A bibliography lists 11 references. (KC)

**ED 331 960    CE 057 789**
**South Africa on the Move. A Tool Kit for Education and Action.**
CUSO Development Education, Ottawa (Ontario).
Report No.—ISBN-0-9692635-0-3
Pub Date—[86]
Note—176p.
Available from—CUSO, 135 Rideau Street, Ottawa, Ontario K1N 9K7, Canada.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Activism, Adult Education, African Culture, African History, *African Studies, *Apartheid, Black Studies, Church Programs, Church Role, Citizen Participation, Foreign Countries, High Schools, International Relations, Labor Education, Political Attitudes, *Racial Segregation, Social Action, *Social Attitudes, Unions, Womens Education
Identifiers—*Canada, *South Africa

This kit provides materials about South Africa for

activists and educators and the Canadian public. The materials provide ideas for communicating the information and moving people to action. They include a user's guide with a kit overview and suggestions for its use; an educator's handbook on South Africa, which applies a popular education approach to South African solidarity education with ideas for planning and implementing programs, workshop examples, and popular education resources; and suggestions for taking action against apartheid in Canada. "Tools," designed for use in workshops, educational settings, or as handouts, include pamphlets exploding current myths about South Africa; conversations between South African and Canadian high school students, women, trade unionists, and church people; a summary of what South Africans are fighting against and for, including the Freedom Charter adopted at the 1955 Congress of the People; and a short piece outlining cultural expressions of resistance in South Africa, with a list of South African cultural resources available in Canada. "Background Information" materials include sectoral background papers on youth, women, trade unions, and the church; a look at Canadian government and corporate involvement in South Africa; and an overview of the South African resistance movement. A directory of Canadian groups and organizations involved in South Africa support work, an annotated listing of major print and audiovisual resources available on South Africa, and a glossary are provided. (YLB)

**ED 331 961    CE 057 834**
*Foxwell, Sue*
**Statewide VTAE Staff Training Needs Assessment. Final Report.**
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—31 Aug 87
Contract—30-701-150-307; 30-701-150-308
Note—116p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Vocational Education, Agricultural Education, Allied Health Occupations Education, Business Education, Business Education Teachers, Distributive Education, Distributive Education Teachers, *Educational Needs, Home Economics, Home Economics Teachers, Marketing, *Needs Assessment, Postsecondary Education, Secondary Education, *Staff Development, State Surveys, *Statewide Planning, Technical Education, Trade and Industrial Education, Trade and Industrial Teachers, *Vocational Directors, Vocational Education, *Vocational Education Teachers
Identifiers—*Vocational Technical Adult Education Districts, Wisconsin

This final report begins with a three-page narrative of a statewide needs assessment of vocational, technical, and adult education (VTAE) instructors and administrators on technical staff training needs in Wisconsin. Statewide composite results for areas of need are presented for eight survey questionnaires sent to staff in these areas: management (373 respondents); instructional (769); agriculture (73); business education (207); marketing and distributive education (47); health occupations (211); home economics (63); and trade and industry (323). The majority of the document consists of appendixes containing the pilot test critique form; questionnaires; and district data tables, categorized by management staff and instructional staff. Data tables for management staff illustrate major staff development needs in these topical areas: trends and forecasting, delivery systems, needs assessment, curriculum and evaluation, and management. Data tables for instructional staff illustrate major staff development needs in these topical areas: business and industry, curriculum, equipment, public relations, student needs, instruction, and other. (YLB)

**ED 331 962    CE 057 840**
**Dental Radiology I Student Guide [and Instructor Guide].**
Fox Valley Technical Coll., Appleton, WI.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—89
Note—130p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Dental Technicians, *Dentistry, Measurement Equipment, *Radiologic Technologists, *Radiology, Study Guides, Teaching Guides, Two Year Colleges

The dental radiology student and instructor guides provide instruction in the following units: (1) x-ray physics; (2) x-ray production; (3) radiation health and safety; (4) radiographic anatomy and pathology; (5) darkroom setup and chemistry; (6) bisecting angle technique; (7) paralleling technique; (8) full mouth survey technique–composition and film mounting; (9) special radiographs–extraoral radiographs, child patient, and edentulous patient; and (10) radiography practicum. Each unit in the student guide contains some or all of the following: an overview, a study guide, a lecture outline, and information sheets. The instructor's guide contains the following sections: (1) orientation; (2) course description; (3) course content outline; (4) course tasks and objectives list; (5) media list; and (6) a checklist for bias-free curriculum materials. (NLA)

**ED 331 963    CE 057 844**
*Gyan-Baffour, George    Shaffer, Ron*
**Effects of Structural Change on Labor Supply in Wisconsin.**
Wisconsin Univ., Madison.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—30 Sep 89
Contract—20-810-150-299
Note—239p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Demand Occupations, *Economic Change, *Educational Needs, *Employer Attitudes, *Employment Patterns, Employment Projections, Entry Workers, Industrial Structure, Job Training, Labor Economics, *Labor Market, *Labor Needs, Occupational Information, Postsecondary Education, Secondary Education, Statewide Planning, Vocational Education
Identifiers—*Wisconsin

A survey of 501 Wisconsin firms (260 responses) assessed the impact of changes in demand, productivity, and technology on the employment needs and training requirements of Wisconsin employers in 10 selected economic sectors. Major findings included the following: (1) Wisconsin's services sector has recently experienced major employment growth and will continue to do so, requiring more training for nurses, medical technologists, nurses' aides, and computer programmers; (2) although manufacturing has grown less than the services sector, skill requirements for some manufacturing jobs have changed; (3) the occupational preparation of most new entrants is above average, but only a few workers were described as "very well prepared"; (4) new technology will not drastically change skill requirements, although basic and technical components need to be upgraded; (5) employers emphasize the need to train employees in the technology-oriented occupations; and (6) employers prefer on-the-job and in-house training to that offered by vocational-technical education. The report provides information on employment growth and training needs for these fields: hospital industry; nursing and personal care facilities; personnel supply services; computer programming, data processing, and other computer-related services; accident and health insurance and medical services plans; computer and office equipment; electrical transmission and distribution equipment manufacturing; electrical industrial apparatus; communications equipment industry; and engineering, scientific, and research instruments industry. Appendixes consist of the survey questionnaire and staffing patterns of surveyed industries; 14 tables and 35 references are included. (KC)

**ED 331 964    CE 057 845**
**Labor Market Information for Business and Marketing Occupations. Draft.**
Wisconsin Univ., Madison. Dept. of Economics.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—89
Note—147p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Business Education, Demand Occupations, Demography, Economic Change, *Educational Needs, Educational Planning, Education Work Relationship, *Employment Patterns, Em-

ployment Practices, *Futures (of Society), Information Technology, *Labor Market, Labor Needs, Labor Supply, *Marketing, School Business Relationship, Statewide Planning, Student Characteristics, Two Year Colleges

Identifiers—Wisconsin

This paper reviews and analyzes labor market trends to provide information for business and marketing program planners. Emphasizing the demand side of the market, the paper considers only those aspects of labor markets that have an impact on the supply of students to business and marketing programs and the demand for graduates of those programs. Some of the following trends are found in the analysis: (1) service occupations will provide all net employment gains for the next decade; (2) advances in information technologies will affect skill requirements for business and marketing occupations; (3) the pace of technological change requires increased occupational training for employees at all levels; (4) micro-marketing techniques will be more widely used in the 1990s; (5) businesses will compete more on product and service quality and less on price; (6) the business and marketing student population will be older and disproportionately female; (7) employees and the programs that prepare them will need to focus on the skills needed in changing, flexible work environments; and (8) more demand for marketing programs will come from existing employees than from young college students. (26 tables, 90 references) (KC)

**ED 331 965**                      **CE 057 850**
*Terrell, Charles R.  Perfetti, Patricia Bytnar*
**Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.**
National Council for Agricultural Education, Alexandria, VA.; Soil Conservation Service (DOA), Washington, D.C.
Report No.—SCS-TP-161
Pub Date—Sep 89
Note—208p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (stock number 001-000-04560-1: $8.00).
Pub Type— Guides - General (050) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Agricultural Education, Ecology, Instructional Materials, Lesson Plans, Pesticides, Secondary Education, Waste Water, *Water Pollution, *Water Quality, Water Treatment

This guide aids in finding water quality solutions to problems from sediment, animal wastes, nutrients, pesticides, and salts. The guide allows users to learn the fundamental concepts of water quality assessment by extracting basic tenets from geology, hydrology, biology, ecology, and wastewater treatment. An introduction and eight chapters are included: (1) pollution related to agriculture; (2) water quality field analysis; (3) ecology of freshwater systems; (4) sediment; (5) nutrients; (6) pesticides; (7) animal wastes; and (8) salts. Six appendices are included: (1) water quality procedures; (2) aquatic organisms; (3) glossary; (4) 64 references; (5) conservation and best management practices; and (6) field sheets (forms for completing field assignments). A teacher's handbook is also included with this guide. It contains 4 lessons, a surface water quality evaluation and survey, a student handout, and 14 transparency masters. (NLA)

**ED 331 966**                      **CE 057 853**
*McLean, Gary N.  Arney, Barbara S.*
**Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.**
Academy for Educational Development, Inc., Washington, D.C.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date—Aug 90
Note—413p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Adult Education, Adult Educators, Decision Making, *Group Dynamics, Group Experience, Group Structure, *Leadership Training, Needs Assessment, Organizational Change, Self Evaluation (Individuals), *Trainers, *Training Methods, *Workshops

Materials are provided from a 3-week workshop with 18 participants that was designed to prepare

competent Pakistani trainers of trainers. The final report describes the Advanced Trainers Development Workshop (ATDW) design, development of participant and instructor manuals, participant selection and self-assessments, and participant presentations. Appendixes (which compose the bulk of the document) include workshop design, needs assessment instruments, needs assessment results, participant presentation feedback forms, and evaluation forms and results. The instructor's manual provides these materials: preworkshop preparation; schedule; activity sheets with objectives, purposes, methods, preparations, and materials. Transparency masters follow the corresponding activity. The participants' manual contains a schedule and materials divided by the 18 days of the workshop. These materials include worksheets; informational sheets; and exercises. Topics covered in the workshop include conducting a training workshop; brainstorming; self-assessment; organizational change models; systematic training models; group process; task and process; group roles; group decision making; group development; dealing with resistance; computer use; giving and receiving feedback; and delivering presentations. (YLB)

**ED 331 967**                      **CE 057 855**
*Granger, Daniel. Ed.  And Others*
**Golden Hill, Volume Four [Education Issue].**
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date—88
Note—170p.; For a related volume, see CE 057 856.
Available from—Empire State College Distribution Center, 5 Grande Blvd., Saratoga Springs, NY 12866 ($12.00).
Journal Cit—Golden Hill; v4 1988
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Students, Creativity, Educational Environment, *Educational Innovation, Higher Education, *Individual Instruction, Individualized Instruction, *Individual Needs, Instructional Innovation, Mathematics Skills, *Mentors, *Nontraditional Education, Teacher Student Relationship, Teaching Methods, Womens Education
Identifiers—*State University of New York Empire State Coll

The 10 articles in this issue focus on educating the individual student and on the implications for Empire State College (New York) faculty and instructional resources. "Fulfilling Democracy's Promise through Education: The Empire State College Experiment" (Timothy Lehmann) traces the developmental history of U.S. higher education within the context of Jeffersonian democracy. "Kris: An Education in Progress" (Lee Herman) exemplifies the need for flexibility, variety, and diversity in the education of a single student. "Twelve Years in the Life: Learning/Teaching/Learning" (James Robinson) explores the implications of the complexity of the experiences, expectations, and habits students bring with them in terms of the challenges they offer the faculty mentor. Two poems, "Contract Conclusion" and "Slipping Up on the Creative Process" (Kathleen Eckett), explore a student's experience studying poetry and the creative process. "The Education of Artists without Classrooms" (Sharon Villines) investigates new ways of working with students that lead to and support new conceptions of preparing students to be artists. "Finding Yourself at Forty: Autobiographies for Adults" (Sarah Gallagher) charts a way for educators to encourage students to understand themselves. "Women Learners in a Nontraditional Learning Environment" (Paula Mayhew, Lois Muzio) makes a case for the advantages of a learning context fully sensitive to women students. "Mathematics as a Basic Skill" (Xenia Coulter et al.) demonstrates ways to teach math skills within the context and expectations of various disciplines. "To Search for Our Ground(s): Technocracy, Contemporary Thinking, and the Computer" (Alan Mandell) explores a theoretical basis for concern about a growing "technocratic" mindset. "Afterword" (James Hall) concludes this issue with a discussion of Empire State's educational innovations. (YLB)

**ED 331 968**                      **CE 057 856**
*Herman, Lee, Ed.  And Others*
**Golden Hill, Volume Five. Work and Learning.**
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date—90

Note—124p.; For a related volume, see CE 057 855.
Available from—Empire State College Distribution Center, 5 Grande Blvd., Saratoga Springs, NY 12866 ($12.00).
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Development, Adult Education, *Adult Learning, *Adult Students, *Critical Thinking, *Education Work Relationship, Information Technology, Job Training, Learning Strategies, Lifelong Learning, Reentry Students, *Transfer of Training
Identifiers—Family Work Relationship

The 12 articles and stories in this issue focus on the integration of work and learning and on adult learning. "An Introduction to 'Work and Learning'" (Lee Herman) outlines the scope of the volume. "Child's Work" (Nancy Wallace) shows children's independent play to be important intellectual work. "Learning to Write" (Laura Robert) is a Kafkaesque story about a graduate student whose education is distracted by his efforts to learn what others have decided he should. "Welding the Link: Classroom Writing and Workplace Writing" (Marion Fey) describes the reciprocal benefits to learning and work when technical writing students derive topics from jobs. "Juggling, Balancing, and Integrating: School, Work, and Family for Returning Adult Learners" (Elinor Greenberg, Lois Zachary) describes adults learning to manage complex lives as students, workers, and family members. "Old and New Ground in Adult Learning" (Morris Keeton) discusses what adults know about learning and work. "Information Technology and Worklife: Shosana Zuboff's 'In the Age of the Smart Machine'" (Robert Tolsma) is a book review. "Production Knowledge and Social Knowledge" (Elana Michelson, Clark Everling) focuses on the acquisition of these two types of knowledge by workers. "Critical Thinking: Ideals and Tensions. A Conversation with Stephen Brookfield" (Alan Mandell) shows that adult students do need help to learn. "The Faith Healer" (Nancy Anderson) is a story of an old woman who is learning how to die. "The Vanished Porch" (Daniel Smith) is a memoir that contemplates the tranquility and poetry learned from a grandfather that can be put into a busy life. (YLB)

**ED 331 969**                      **CE 057 858**
**Occupational Safety & Health. Inspectors' Opinions on Improving OSHA Effectiveness. Fact Sheet for Subcommittee on Health and Safety, Committee on Education and Labor, House of Representatives.**
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-91-9FS
Pub Date—Nov 90
Note—79p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accident Prevention, Accidents, Compliance (Legal), Employment, *Federal Legislation, Federal Regulation, Industrial Training, Injuries, Inspection, *Labor Standards, *Occupational Safety and Health, Participation, *Program Effectiveness, *Safety Education, Work Environment
Identifiers—*Occupational Safety and Health Administration

Questionnaires gathered opinions of all Occupational Safety and Health Administration (OSHA) field supervisors and a randomly selected sample of one-third of the compliance officers about OSHA's approach to improving workplace safety and health. Major topics addressed were enforcement, safety and health standards, education and training, employer involvement, and worker involvement. A total of 336 usable questionnaires from a sample of 477 were returned. About 40 percent thought OSHA's enforcement program was effective; about 95 percent thought the inspection force needed to be increased; about 75 percent thought civil fines were inadequate to serve as a deterrent to safety and health violations; and about 80 percent thought increased use of criminal sanctions would greatly reduce violations. Inspectors identified over 75 safety and health hazards that were unregulated but should have been and believed health standards were more difficult for employers to understand than safety standards. Most reported that lack of knowledge contributed greatly to work-related injuries and ill-

nesses and believed OSHA's efforts to increase knowledge about workplace safety and health were moderately effective for employers and less effective for workers. Most thought current levels of employer and worker involvement in safety and health activities were too low. (Appendixes include survey objectives, scope, and methodology; respondent profile; and survey questions with responses.) (YLB)

ED 331 970                    CE 057 863
Project for Program Improvement through the Utilization of Self-Paced Individualized Instruction Concepts Industrial Equipment Technology. Final Report.
Crowley's Ridge Vocational Technical School, Forrest City, Ark.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Jun 89
Note—45p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Competency Based Education, Course Descriptions, *Electric Circuits, *Electricity, *Individualized Instruction, Learning Activities, *Pacing, Postsecondary Education, *Programed Instructional Materials
Identifiers—Ohm Law of Electricity
   The general objectives of an Arkansas technical school's self-paced individualized instruction program were designing, field testing, and disseminating an instructional management system with support materials that identify and justify the need for a program of instruction. Eight specific objectives have been developed to facilitate students' learning patterns: (1) students are enrolled at regular intervals; (2) a variety of teaching methods and instructional materials encourage self-paced learning; (3) task analysis exercises are based upon performance criteria; (4) performance guides contain knowledge that is prerequisite to skill performance; (5) the instructional materials, equipment, knowledge, skills, and attitudes necessary for task completion and mastery are identified; (6) management system tracks all students through the program; and (7) evaluation ensures occupational competence for terminating students. (The document contains a project description, student evaluation instrument, competency record, course syllabus, and course outline. A Learning Activities Packet (LAP) overview for electricity concepts I and II and a LAP for electricity concept—Ohms Law—are included. The LAP includes performance objectives, tasks, learning steps, unit and specific objectives, an information sheet, assignment sheets and answers, and a job sheet.) (NLA)

ED 331 971                    CE 057 864
Multimedia Approach to Self-Paced Individualized Instruction in Air Conditioning, Refrigeration and Heating and Other Vocational Programs. Final Report.
Oil Belt Vocational Technical School, El Dorado, AR.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Jul 89
Note—73p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Air Conditioning, Audiovisual Aids, Curriculum Development, Educational Television, *Heating, Job Skills, Learning Activities, *Material Development, *Multimedia Instruction, Pacing, Postsecondary Education, *Programed Instructional Materials, Program Effectiveness, Program Implementation, *Refrigeration, *Refrigeration Mechanics, Skill Development, Test Items, Videotape Recordings
Identifiers—*Oil Belt Vocational Technical School AR
   A multimedia, self-paced, individualized instructional program was designed to meet the needs of students in air conditioning, refrigeration, and heating programs at Oil Belt Vocational Technical School (Arkansas). The multimedia approach provided for video-based presentations to meet the needs for visual contact with the classroom and for efficient presentation of visual resources. Self-paced learning packets were developed using a 16-step process, beginning with the acquisition of equipment, identification of resources, taping of presenta-

tions, identification of step-by-step procedures to be followed by students, and monitoring and evaluation of use of materials developed. Two complete courses were developed in the self-paced, individualized format, but use of the courses has been limited. The procedure identified for developing learning materials and for managing the learning process serves as a guide for other instructors. The equipment and expertise developed through the project has benefited instructors in creating lessons for reinforcement and for more challenge to students. Although learning materials developed are expected to be helpful, the project was not as successful as expected because of the quality of instructors used as presenters, the time required of the instructors to plan and produce visual materials, and the difficulty encountered in transferring one-on-one training to a written, individualized program. (Two thirds of the document consists of appendices containing written materials for the self-paced learning program, such as job sheets, tests, and answer sheets, and program budget.) (KC)

ED 331 972                    CE 057 869
Implementing Across-the-Board Vocational Student Organization Models. Final Report.
Arkansas Univ., Fayetteville.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Aug 89
Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Inservice Teacher Education, *Leadership Training, Models, Postsecondary Education, Preservice Teacher Education, Program Evaluation, *Program Implementation, Secondary Education, *Statewide Planning, *Student Leadership, *Student Organizations, *Vocational Education, Workshops, Youth Leaders
Identifiers—*Arkansas
   An Arkansas project implemented 10 vocational student organization (VSO) models developed during a planning grant for across-the-board activities. A State Coordinating Committee consisting of seven individuals who represented all the VSOs in Arkansas was formed. Members' cooperation was a key to project success. Three 1-week Governor's Institutes provided leadership training for approximately 300 students. A packet of materials on parliamentary procedures was developed and disseminated to each Arkansas school in which a vocational program existed. A Legislative Day for VSOs was provided once each year. Discussions were held and recommendations were solicited from the State Coordinating Committee as to the best approach to offering advisor training. A marketing program was considered but determined not to be feasible. A consultant was hired to plan and present leadership conferences for all state officers of the VSOs at the secondary and postsecondary levels. A vocational education workshop for VSO advisors was conducted in conjunction with the summer Arkansas Vocational Association Conference. A statewide VSO newsletter was developed and disseminated. The proposal for a model to develop brochures to develop awareness of VSOs was not carried out. Evaluations of each model indicated students were extremely receptive to the concept of across-the-board activities and each individual activity. (YLB)

ED 331 973                    CE 057 873
Creating Student Interest through Bulletin Board Ideas for Career Orientation. Final Report.
Little Rock School District, Ark.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Jun 89
Note—67p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bulletin Boards, *Career Exploration, *Career Planning, Employment Potential, Intermediate Grades, Job Skills, *Occupational Clusters, Secondary Education, Self Concept, Student Employment
   This booklet provides career orientation teachers in middle/junior high and high school with ideas for bulletin boards because students learn best when ideas are presented visually. Following a brief description of the project that developed it, the bulletin board booklet gives ideas for creating bulletin boards on career exploration, the 15 job clusters,

and employability skills. The booklet contains 100 ideas on the following career orientation topics: (1) self-awareness; (2) occupational clusters, general; (3) occupational clusters, specific; (4) planning for success; (5) educational/training alternatives; (6) job acquisition; (7) part-time/summer jobs; and (8) career club. (NLA)

ED 331 974                    CE 057 875
Improve Student Retention through Assessment and Identification of Vocational Aptitudes and Abilities. Final Report.
Crowley's Ridge Vocational Technical School, Forrest City, Ark.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Jun 89
Note—28p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Planning, *Dropout Prevention, Education Work Relationship, *Guidance Programs, Individualized Programs, *Post High School Guidance, Postsecondary Education, School Holding Power, *Student Evaluation, *Student Placement, Technical Education, Vocational Aptitude, Vocational Education, Vocational Interests
Identifiers—Crowleys Ridge Vocational Technical School AR
   A project developed and implemented a model retention program to attempt to reduce by 20 percent the dropout rate at Crowley's Ridge Vocational Technical School (Arkansas). The major emphasis was on placing students in a vocational program that would maximize their chances for success. During the program: (1) all students were included in all phases of the project; (2) vocational counseling was provided to all students; (3) innovative vocational software programs were installed to assist administrators, counselors, assessment specialists, and vocational instructors in the strategies necessary for vocational career planning and student retention; (4) each student was provided with an individualized training plan based on entry-level requirements (developed from Department of Labor Standards); and (5) the assessment information was used to place students in appropriate training areas. The retention strategies implemented in this project resulted in significantly lower dropout rates, a high completion rate for students in vocational classes, and more specific and directed job placement activities after graduation. (The appendix includes a form letter and questionnaire sent to program dropouts to determine their reasons for noncompletion and a form used to assign students to programs.) (KC)

ED 331 975                    CE 057 877
Community Linkage Plan. Final Report.
Ouachita Vocational Technical School, Malvern, AR.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Oct 89
Note—22p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Cooperation, Community Support, *Coordination, *Corporate Support, *Facility Improvement, Facility Utilization Research, Postsecondary Education, Program Effectiveness, Public Relations, School Business Relationship, *School Community Relationship, School Involvement, *School Support, *Vocational Schools
   A project was designed to maintain cooperation, coordination, and service between Ouachita Vocational Technical School (OVTS) in Arkansas and local businesses, industries, government agencies, military, and community-based organizations. Specific objectives were to improve community relations; increase campus involvement/commitment with business, industry, and community leaders; and improve industrial development activities in Hot Spring County, Arkansas. To address a community need for meeting space, OVTS altered an existing facility to provide a modernized meeting and training room with audiovisual equipment and other furnishings necessary for presentations. Community support was demonstrated through a fund raiser that raised money to purchase furnishings and equipment. The project developed procedures and assigned personnel responsible for use of the facilities,

promoted the Community Room to the community, and evaluated project effectiveness by monitoring facility use and feedback from business and industry. The Community Room was well received by local businesses, industry, government agencies, and community-based organizations. It was in use 86 percent of the time. On-campus involvement of business and industry included regular monthly meetings of the Chamber of Commerce, tours by business and industry, and increased numbers of guest speakers in classes. (A brochure and forms related to use of the Community Room are appended.) (YLB)

**ED 331 976**                     **CE 057 886**
*Shubird, Ernest*
**Developing Short-Term Training Programs.**
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.
Pub Date—Jun 90
Note—31p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Behavioral Objectives, Check Lists, Competency Based Education, *Corporate Education, Educational Planning, Education Work Relationship, *On the Job Training, Postsecondary Education, *Program Development, Program Evaluation, *Program Implementation, School Business Relationship, *Staff Development, Vocational Education, *Workshops
Identifiers—*Contract Training
   This manual offers guidelines for vocational educators who want to develop and conduct short-term training programs for business and industry. The guide is organized in six chapters. Chapter 1 reviews some of the opportunities in short-term training, discusses commonly applied principles of competency-based training, and suggests a practical model for developing short-term training. The next five chapters are based on the five steps of the model: determining training needs, specifying training objectives, developing a performance evaluation system, developing the training plan, and developing performance guides. Examples and checklists are provided throughout the chapters. Two appendixes contain a performance guide for short-term training development and a four-part outline for conducting short-term interactive training. (KC)

**ED 331 977**                     **CE 057 887**
*Shubird, Ernest*
**Developing a Promotional Plan for Adult Vocational Programs.**
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.
Pub Date—Jun 90
Note—29p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Students, *Adult Vocational Education, Corporate Education, Education Work Relationship, Guidelines, Industrial Education, *Job Training, *Marketing, Models, Postsecondary Education, *Program Development, *Program Implementation, *Publicity, Public Relations, Retraining, Secondary Education, Staff Development, Vocational Schools
Identifiers—Contract Training
   This manual provides guidelines for promoting adult vocational programs in order to obtain increased funding, expand program offerings, attract more students, and develop and conduct customized training. The publication is organized in seven chapters. Chapter 1 discusses briefly the history of adult vocational training, reviews its purposes, describes the prominent features of adult vocational education, offers a rationale, and suggests a model for developing a promotion plan. The remaining chapters, which follow the six steps of the promotion plan, cover: determining needs for training, retraining, and upgrading; setting funding goals; developing objectives for program goals; identifying the public; selecting the marketing mix; and developing the implementation plan. Ten appendixes provide the following: needs survey query, sample promotion plan, sample information sheet, sample schedule of classes, sample public service announcements, sample speech for civic organizations, news release for seeking additional funds, sample letter for seeking support through funding, sample speech for businesses for government groups, and letter to businesses for customized training. (KC)

**ED 331 978**                     **CE 057 888**

**Vocational Technical Advisory Committees: A Guide for Their Effective Use.**
Alabama State Council on Vocational and Technical Education, Montgomery.; Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.
Pub Date—Jun 90
Note—58p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Advisory Committees, Board Administrator Relationship, Meetings, Needs Assessment, Participative Decision Making, Policy Formation, Recruitment, Secondary Education, *Vocational Education
   Business and industry have been shaken by the explosion of new technology, and scientific and technological advances will continue to have a profound impact on the labor market. Vocational education plays a key role in preparing citizens for jobs. This manual encourages greater use of advisory committees in vocational education programs. Advisory committees assist in: (1) general program planning; (2) curriculum and instruction advisement; (3) equipment and facilities advisement; (4) student recruitment, career guidance, and placement services; (5) professional development; (6) community public relations; and (7) program evaluation. Each section of the manual offers a step-by-step approach to organizing advisory committees: (1) what advisory committees do in Alabama; (2) structural features of advisory committees–the link between the community and the schools; (3) recruiting advisory committee members; (4) organizing advisory committee meetings; and (5) evaluating committee effectiveness. Throughout the manual are 25 sample materials–forms, letters, and checklists–for establishing successful advisory committees. (NLA)

**ED 331 979**                     **CE 057 889**
*Levin, Robert   And Others*
**Public/Private Partnerships in Aging. Working with the Business Community on Eldercare. A Primer for the Aging Network.**
National Association of State Units on Aging, Washington, DC.; Washington Business Group on Health, Washington, DC.
Spons Agency—Administration on Aging (DHHS), Washington, D.C.
Pub Date—Oct 90
Contract—90-AM-0311
Note—41p.
Available from—Washington Business Group on Health, 777 North Capitol Street, N.E., Suite 800, Washington, DC 20002.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Children, *Adult Day Care, Aging (Individuals), *Cooperative Programs, Coordination, *Corporate Support, *Employee Assistance Programs, Employer Employee Relationship, *Family Caregivers, Frail Elderly, Long Term Care, Older Adults, Program Development, Program Implementation, *Public Agencies, State Agencies
   This manual is intended to assist network agencies dealing with aging to educate and develop programs for the business community to address the needs of employed caregivers and their dependents. Chapter I defines "eldercare," discusses the role of caregivers in the work force, describes caregiver tasks and relationships, and outlines basic needs of caregivers. Chapter II presents a rationale for the participation of aging network agencies in developing employer-based eldercare programs. These types of programs with which businesses are becoming involved are described: information and referral; informational resources; seminars, workshops, and forums; support groups; training for business managers and employee assistance staff; caregivers' fairs; written materials for employee publications; case management; directory of services/resource manual; respite care; caregiver library; and employee surveys. Brief descriptions follow of several employers' programs in eldercare. Chapter III focuses on approaching the business community about eldercare. It addresses selecting businesses, approaching targeted businesses, assessing the competition, determining whom to approach, and determining fee schedules. Section IV poses five problems associated with making an eldercare program appealing to employers and suggests strategies to solve them. Chapter V offers suggestions on how State Units on Aging can serve in a leadership role in developing eldercare

programs. An appendix lists print and nonprint resources. (YLB)

**ED 331 980**                     **CE 057 890**
**Plumbing and Heating Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—142p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Air Conditioning, Air Conditioning Equipment, Appliance Repair, *Apprenticeships, Course Descriptions, *Heating, High Schools, Occupational Safety and Health, *Plumbing, Refrigeration Mechanics, Solar Energy, State Curriculum Guides
   Theory and experience in the following areas are included in this plumbing curriculum: (1) plumbing fixtures and heating; (2) city water service; (3) fixture roughing; (4) venting; and (5) solar heating systems. The plumbing program manual includes the following sections: (1) general objectives for grades 10, 11, and 12; (2) a list of 33 major curriculum areas; (3) competencies for each area; (4) curriculum outline for each area; and (5) student progress record forms. The apprentice-related curriculum manuals in the second part of this document are intended to meet the requirements for achieving journeyworker status and a company's apprentice training requirements. Sixteen apprentice program classes are outlined in the plumbing manual and 20 classes are outlined in the heating/cooling manual. Each course outline includes: (1) length in hours; (2) description; (3) competencies; (4) material covered; (5) textbooks needed; and (6) resources needed. (NLA)

**ED 331 981**                     **CE 057 894**
**Electrical Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—130p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Appliance Repair, *Apprenticeships, Course Descriptions, *Electrical Occupations, Electrical Systems, *Electric Circuits, *Electricity, Electric Motors, High Schools, Occupational Safety and Health, State Curriculum Guides
   The purpose of this electrical program is to prepare students for service, repair, and assembly of electrically driven or controlled devices. The program theory and application includes mechanical assemblies, electrical circuitry, and electronic principles including basic digital circuitry. The electrical program manual includes the following sections: (1) general objectives for grades 10, 11, and 12; (2) a list of 41 major curriculum areas; (3) competencies for each area; (4) a curriculum outline for each area; (5) student progress records forms; and (6) 26 references. The apprentice-related curriculum manual in the second part of this document is intended to meet the requirements for achieving journeyworker status and a company's apprentice training requirements. Twenty apprentice program classes are outlined in this manual. Each course outline includes: (1) length in hours; (2) description; (3) competencies; (4) material covered; (5) textbooks needed; and (6) resources needed. (NLA)

**ED 331 982**                     **CE 057 896**
**Welding Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—33p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Apprenticeships, Blueprints, Course Descriptions, Electricity, High Schools, Mathematics, Occupational Safety and Health, Postsecondary Education, State Curriculum Guides, *Welding
   The purpose of this welding program is to provide students with skills and techniques to become em-

ployed as advanced apprentice welders. The welding program manual includes the following sections: (1) course description; (2) general objectives; (3) competencies; (4) curriculum outline for 13 areas; (5) 13 references; and (6) student progress records forms. The 13 areas are: (1) welding metallurgy; (2) manual metal arc process; (3) gas metal arc process; (4) gas tungsten arc process; (5) oxy-fuel welding and brazing; (6) inspection and testing of weldments; (7) basic electricity; (8) blueprint reading; (9) oxy-acetylene cutting; (10) plasma cutter; (11) shop equipment; (12) fabrication; and (13) mathematics for welders. (NLA)

**ED 331 983**                      **CE 057 897**
**Metal Trades Technology Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—43p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, *Course Content, Course Objectives, High Schools, Instructional Materials, *Machine Tools, *Metal Working, State Curriculum Guides, *Welding
Identifiers—*Shipfitters
This curriculum guide provides materials for a metal trades technology course of study at the high school level. Its stated purpose is to help students acquire the trade knowledge necessary to function effectively in the shipfitting, welding, and piping trades. Contents include: a course description, a list of general objectives; lists of shipfitting course objectives for grades 10, 11, and 12; lists of general as well as course objectives for welding in grades 10, 11, and 12; a list of general objectives for burning; and a list of general objectives for grinding. A curriculum outline index follows for shipfitting, welding, burning, and grinding and competencies are listed. Curriculum content outlines are provided for shipfitting, welding, burning, and grinding. A bibliography lists nine resources. Student progress record forms complete the guide. (YLB)

**ED 331 984**                      **CE 057 898**
**Hairdressing, Cosmetology and Barbering Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—58p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Barbers, Behavioral Objectives, Check Lists, Competence, *Competency Based Education, *Cosmetology, *Course Content, Course Descriptions, High Schools, Job Skills, Skill Development, State Curriculum Guides, State Legislation, Technical Occupations, Vocational Education
Identifiers—Connecticut
This guide contains a 3-year curriculum for training hairdressers, cosmetologists, and barbers in high schools in Connecticut. The program includes classroom study, demonstrations, and practical work for a 1,500-hour program in preparation for the state board licensing examination. Following a list of five course objectives of the program, the guide provides objectives for grades 10, 11, and 12. Objectives are followed by major units of theory for the three grades. Major units covered include professional practices, life sciences, physical skills, hair designing, Connecticut state law, art, and sciences. Twenty-nine competencies are listed. The curriculum outline lists material to be covered in each of the major areas of study. A student progress record form provides space for instructors to record what has been taught and what students have mastered for each competency area. A bibliography contains seven references. (KC)

**ED 331 985**                      **CE 057 900**
**Electro-Mechanical Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89

Note—82p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Appliance Repair, Course Descriptions, *Electrical Occupations, *Electromechanical Technology, Electronics, *Equipment, High Schools, Hydraulics, Occupational Safety and Health, Robotics, State Curriculum Guides, Troubleshooting
This electromechanical technician curriculum covers the following general areas: (1) basic soldering; (2) reading diagrams and following schematics; and (3) repairing circuitry and mechanics common to major appliances, vending machines, amusement equipment, and small office machines. The manual includes the following sections: (1) course description; (2) general objectives; (3) objectives—grades 9, 10, 11, and 12; (4) 35 major units of theory; (5) electromechanical competencies; (6) exploratory course outline; (7) student progress record form; (8) Connecticut's common core of learning; (9) student progress record book; and (10) 181 print and audiovisual references. (NLA)

**ED 331 986**                      **CE 057 902**
**Small Business Development Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—61p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Business Administration, *Business Education, Career Education, *Entrepreneurship, High Schools, Learning Activities, Self Employment, *Small Businesses, State Curriculum Guides, Student Evaluation
This curriculum guide provides materials for an elective course for 11th- or 12th-grade students in small business development. It is intended to meet three times each week for 18 weeks. Introductory materials include instructor objectives; anticipated student outcomes; and correlations with Connecticut's common core of learning. Each of the eight instructional units consists of the following components: estimated teaching time; suggested basic materials; outline of basic content; student objectives for three ability levels; suggested student activities for skill development and enrichment; and evaluation. Units cover introduction and self-assessment; thinking of going into business; ways of going into business; legal forms of business; financing the business; location; advertising; and the business plan. Appendixes provide the complete list of all components of the common core; a list of Connecticut Teaching Competencies; and a list of 11 selected resources. (YLB)

**ED 331 987**                      **CE 057 903**
**Surgical Technician Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—80p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Competence, *Competency Based Education, *Course Content, Course Descriptions, Job Skills, Medical Services, Postsecondary Education, Skill Development, State Curriculum Guides, Surgery, *Surgical Technicians, Technical Occupations, Vocational Education
Identifiers—Connecticut
This curriculum guide, developed for 10-month postsecondary programs in Connecticut, outlines a program for training surgical technicians. The program is divided into two components, didactic and clinical. Following a list of six general objectives of the program, the guide provides a curriculum outline by major areas with the number of hours needed for each area. Major areas covered in the curriculum are the following: orientation to the operating room; safe patient care; intraoperative techniques; supplies and equipment; basic sciences; and supervised experience in surgical technology and surgical procedures. The guide then lists the competencies that students are expected to develop in each of these areas of the program and outlines the curriculum for

the 10 months. A bibliography lists texts and references, audiovisuals, supplies and equipment, publications and periodicals, anatomical models, and charts, by subject area. Addresses for publishers of audiovisual materials are given. (KC)

**ED 331 988**                      **CE 057 904**
**Microcomputer Software Technician Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—75p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Competence, *Competency Based Education, *Computer Oriented Programs, *Computer Software, *Course Content, Course Descriptions, High Schools, Job Skills, Skill Development, State Curriculum Guides, *Technical Occupations, Vocational Education, Word Processing
Identifiers—*Computer Technicians, Connecticut
This curriculum guide, developed for high schools in Connecticut, outlines a 4-year program for training microcomputer software technicians. Following a list of nine general objectives of the program, the guide provides a list of competencies that students are expected to develop in each of the courses of the 4-year program. The guide then outlines the curriculum. Topics covered during the program include the following: computer information, issues, and impacts; introduction to microcomputers; programming using BASIC; software packages; overcoming computer anxiety; personal growth; keyboarding; communication; word processing; spreadsheets; database management; integrated packages; computer information; microcomputer maintenance; disk operating system; desktop publishing and computer art; system analysis and design; introduction to management; advanced management; telecommunications; networking; operating systems; practicum; and independent study. A student progress record form with room for recording the teaching and mastery of all the skills taught in the course is included in the document. A bibliography lists 15 texts, 9 reference works 14 software packages, 24 types of equipment, and 20 computer-assisted instructional software programs. (KC)

**ED 331 989**                      **CE 057 907**
**Developmental Guidance Curriculum.**
EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
Pub Date—89
Note—19p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, *Career Guidance, Career Planning, Communication Skills, Competence, *Competency Based Education, *Course Content, Course Descriptions, *Daily Living Skills, Decision Making Skills, Employment Potential, High Schools, Interpersonal Competence, *School Guidance, *Self Concept, Self Evaluation (Individuals), Skill Development, State Curriculum Guides, Values Clarification, Vocational Education
Identifiers—Connecticut
This guide contains a 4-year curriculum for high school developmental guidance programs in Connecticut. The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: career planning and exploration, knowledge of self and others, and educational and vocational development. The curriculum guide lists goals and objectives for grades 9 through 12 for the program. It also includes suggested activities in the areas of understanding the school environment, developing decision-making skills, developing school success skills, moral and ethical values, understanding self and others, interpersonal and communication skills, and developing career plans. Activities include suggested time allotments and instructional materials. The guide lists 33 resources, including

books, films, videotapes, and kits. (KC)

**ED 331 990**                                CE 057 911
**State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.**
Women's Bureau (DOL), Washington, D.C.
Pub Date—Jun 90
Note—9p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Birth, Child Health, Child Rearing, Disabilities, *Employed Parents, *Employed Women, Employer Employee Relationship, *Employment Practices, *Leaves of Absence, Personnel Policy, *Pregnancy, *State Legislation
The status of state maternity/parental leave laws throughout the United States is depicted in eight figures and three tables. Information is reported by state for maternity/parental leave laws, months of available leave, maternity/family illness laws, days of leave for family illness, temporary disability insurance laws, temporary disability insurance laws by jurisdiction and by work force coverage, and percentage of states and percentage of work force covered by leave laws. Some of the trends reported are the following: (1) 30 states and Puerto Rico have some form of maternity and/or parental leave laws; (2) five states and Puerto Rico have temporary disability insurance laws that provide partial wage replacements for nonwork-related disabilities including childbirth and pregnancy-related conditions; (3) approximately two-thirds of the states specify a condition of reinstatement upon return to work, which usually means that the employee is entitled to the same or a similar job; (4) of the 31 jurisdictions that have some form of maternity or parental leave laws, 12 apply only to state employees, and leaves vary from 6 weeks to 1 year; and (5) 14 states allow leave to care for a family. illness, varying from 5 days to 24 weeks. (KC)

**ED 331 991**                                CE 057 912
**20 Facts on Women Workers. Facts on Working Women No. 90-2.**
Women's Bureau (DOL), Washington, D.C.
Pub Date—Sep 90
Note—5p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employed Parents, *Employed Women, *Employment Statistics, Heads of Households, *Income, Labor Force, Poverty, Socioeconomic Influences, Unemployment
This information sheet presents 20 facts on women workers in 1989: (1) 56 million women 16 years of age and over are working or looking for work; (2) 69 percent of all women 18 to 64 years of age are in the civilian labor force; (3) most women workers are employed full time; (4) the average women worker spends 29.3 years of her life in the labor force; (5) women account for 45 percent of the civilian labor force; (6) labor force participation rates are equal among Black, White, and Hispanic women; (7) women continue to predominate in traditionally female occupations; (8) the unemployment rate for all women is 5.4 percent; (9) most women work because of economic need; (10) wives in the labor force contribute substantially to family income; (11) more educated women are more likely to seek employment; (12) median income for full-time female workers is $17,606; (13) the median income of full-time, female high school graduates is $16,810; (14) women are still concentrated in low-paying jobs; (15) women are choosing to be entrepreneurs; (16) 65 percent of women with children under age 18 work; (17) 33 million children under age 18 have working mothers; (18) women make up 62 percent of all people 16 years old and over with poverty-level income; (19) women maintain 53 percent of all poor families; and (20) women are maintaining an increasing proportion of all families. (NLA)

**ED 331 992**                                CE 057 913
**Earnings Differences between Women and Men. Facts on Working Women No. 90-3.**
Women's Bureau (DOL), Washington, D.C.
Pub Date—Oct 90
Note—8p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Career Choice, Career Education, Comparable Worth, *Employed Women, Employment Opportunities, Employment Prac-

tices, *Equal Opportunities (Jobs), Labor Market, Nontraditional Occupations, Salaries, *Salary Wage Differentials, *Sex Discrimination, Sex Fairness, Wages
The earnings gap is the difference between the percentage ratio of women's earnings to those of men and 100 percent. In 1988, the earnings gap for hourly earnings was 26 percent; for weekly earnings, 30 percent; and for annual earnings, 34 percent. Although the direction over the past decade is toward greater equality, the pace is extremely slow. The earnings ratio data are not uniform among all occupations. In nontraditional occupations, women receive approximately equal compensation. In more traditional jobs, employers can still act to keep wages low. Traditionally, women have "crowded" into a few occupations. Arguably, women choose an occupation that tends to have less skill obsolescence for workers who leave and reenter the labor force and requires less educational commitment. They may have been fearful of employment opportunities in other occupations because of lack of knowledge about the field or fear of sexual harassment. Factors besides occupational choice that may affect the earnings gap include seniority within the firm and in the job and higher turnover rates for women. The effect of sex discrimination on the earnings gap is hard to measure. The earnings gap is narrowing and should continue to do so as women work more hours in the week, spend more years at work in their lifetimes, continue to increase their educational investment, and widen their occupational choices. (4 tables; 17 references) (YLB)

**ED 331 993**                                CE 057 914
**Women in the Skilled Trades and in Other Manual Occupations. Facts on Working Women No. 90-5.**
Women's Bureau (DOL), Washington, D.C.
Pub Date—Jan 91
Note—9p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Apprenticeships, Blacks, Demography, *Employed Women, *Employment Patterns, Employment Statistics, Hispanic Americans, Manufacturing, *Skilled Occupations, *Skilled Workers, Unskilled Workers, Whites
This short profile of the trends in the employment of women in skilled trades and other manual occupations during the 5-year period between 1983 and 1988 shows that the number of women in these occupations rose only modestly. Three tables chart the total numbers of persons employed in the trades by sex for the years 1983 and 1988; persons employed in the trades, by sex and detailed occupations for 1983 and 1988, and total numbers of women in apprenticeships in 1978, 1983, 1988 and first quarter 1989. Some of the trends noted are the following: (1) the 1.2 million women employed as precision production, craft, and repair workers represented only 8.7 percent of such workers in 1988 compared with 8.1 percent in 1983; (2) 26 percent of other manual workers were women, about the same as in 1983; (3) in 1988 only about 2 percent of employed women were in the skilled trades, about the same proportion as in 1983; (4) manufacturing industries had the highest proportion of women in the skilled trades; (5) women were more likely to work as operators, fabricators, and laborers in the professional services industries, where they represented half of the persons employed in such occupations; (6) women in the trades earned 68 percent of the earnings of similarly employed men in 1988; (7) 20 percent of women employed in the skilled trades were Black or Hispanic; and (8) the number of women in apprenticeship programs increased from 3.1 percent in fiscal 1978 to 7 percent in the first quarter of fiscal 1978. (KC)

**ED 331 994**                                CE 057 917
**Women in Education for Apprenticeship and Non-Traditional Employment. Final Performance Report.**
Portland Community Coll., Oreg.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—91
Contract—V199A90118
Note—244p.; Brochure, poster, and training videotapes are not included in this document. Photographs and newspaper clippings may not reproduce well.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Apprenticeships, *Building Trades, Community Colleges, *Construction Industry, Course Descriptions, *Employed Women, Instructional Materials, Mathematical Applications, *Nontraditional Occupations, Occupational Safety and Health, Physical Fitness, School Business Relationship, Technological Advancement, Trade and Industrial Education, Two Year Colleges, Work Environment
Identifiers—*Oregon, Partnerships in Education, Portland Community College OR
This report describes a partnership between Portland Community College (Oregon), private industry, and public agencies to develop and implement a comprehensive program to recruit, train, and place women in apprenticeship and other nontraditional employment in the building trades. The Building Futures in Industry and Trades (B-FIT) program's final performance report, budget statement, and third-party evaluation are included in this package. These sections briefly describe the high graduation and employment rates of initial participants in the program. The majority of the document is an appendix containing the following project information: (1) course description; (2) industrial skills training course outline; (3) training objectives; (4) 13 B-FIT course content guides; (5) sample class schedule; (6) student orientation/screening procedures; (7) news articles; (8) job placement status report; and (9) advisory committee. The 13 B-FIT courses outlined in this document are: (1) applied construction I; (2) electrical/mechanical trades I; (3) basic trade builders math; (4) orientation to vocational training for skilled trades and industry; (5) targeting occupations in skilled trades and industry; (6) health and fitness for industry I; (7) applied construction II; (8) electrical/mechanical trades II; (9) contemporary worksite issues; (10) health and fitness for industry II; (11) microcomputers; (12) welding; and (13) cooperative education–building construction. Each course includes some or all of the following elements: an introduction, comments on course activities and design, prerequisite knowledge and skills, evaluation, instructional goals and objectives, and worksheets. (NLA)

**ED 331 995**                                CE 057 918
Brown, James M.
**Intrinsic Motivation Factors To Enhance the Retention of Vocational Special Needs Learners in Postsecondary Vocational Education Programs.**
Pub Date—Dec 90
Note—8p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, *Education Work Relationship, Goal Orientation, *Handicap Identification, High Risk Students, Incentives, Job Training, Models, Motivation Techniques, Postsecondary Education, *School Holding Power, *Self Motivation, *Special Needs Students, *Vocational Education
A research program identified the key factors that offer insights into students' intrinsic motivation traits. Objectives were to determine intrinsic motivation factors that influence special needs populations during their vocational training programs and their transition into employment and to determine how this information can be used to help them through the transition process. A literature review identified attitudinal, motivational, and affective measures associated with transition efforts and factors associated with successful transition processes. Strategies and a conceptual model were then developed to assess the identified motivation-related factors. The assessment strategies were administered to a sample of special needs learners. Ten vocational instructors and nine support service providers at two technical colleges were questioned about instructional problems and accommodations related to students with low intrinsic motivation; they also reviewed assessment strategies. The program developed a conceptual model of the key aspects of intrinsic motivation factors; a table of specifications that identifies the issues that motivation assessment should address; and surveys and diagnostic interviews. (An attachment is a three-page summary of a national survey of 1,265 professional association members to determine opinions about the relative importance of six concepts related to categories of issues that affect students' motivation traits.) (YLB)

**ED 331 996**                           CE 057 919
*Albright, Leonard   Cobb, R. Brian*
Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach 1, 2. Trainer's Manual.
American Vocational Association, Alexandria, VA.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—88
Contract—G008630057
Note—244p.
Available from—American Vocational Association, 1410 King Street, Alexandria, VA 22314 (seven-module package: $45.00 members, $49.00 nonmembers; trainer's manual: $19.95 members, $21.95 nonmembers; individual modules: $10.95 members, $11.95 nonmembers).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Ancillary School Services, Behavioral Objectives, *Disabilities, *Education Work Relationship, Evaluation Methods, Individualized Education Programs, Inservice Teacher Education, Instructional Materials, Learning Modules, Mainstreaming, Preservice Teacher Education, Program Effectiveness, Program Evaluation, Secondary Education, Staff Development, Student Evaluation, *Student Placement, *Vocational Education, *Vocational Evaluation
Identifiers—*Curriculum Based Assessment
This training system consists of a trainer's manual and a series of seven training modules on the use of curriculum-based assessment procedures for students with handicaps in vocational education programs. The preservice or inservice training system is designed for individuals who are responsible for providing instruction and special services to persons with disabilities in regular vocational education settings. The trainer's manual uses a question-and-answer format to discuss organization and use of the training system. A reference section contains a variety of materials for trainer use in supplementing the content of the modules, including abstracts of each module; concepts and terms in educational assessment; module discussion questions; module assignments for inservice training; preservice course syllabus; and preservice assignments. A 51-item bibliography concludes this document. The modules focus on the various assessment stages and purposes that dictate the type of assessment activity to conduct, when it should be done, and by whom. Each module consists of some or all of these components: goals and competencies; introduction; strategies or procedures; summary; list of references; and example documents. Topics are: (1) establishing a curriculum-based vocational assessment (CBVA) process; (2) understanding CBVA—purposes and characteristics; (3) placing students in vocational education programs; (4) planning a student's vocational education program; (5) monitoring student progress; (6) planning transitional services; and (7) evaluating the CBVA process. (YLB)

**ED 331 997**                           CE 057 920
Middle Georgia Technical Institute. Area Vocational/Technical Training Needs Assessment.
Middle Georgia Area Planning and Development Commission, Macon.
Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.
Pub Date—Jan 89
Contract—89-110028
Note—79p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Economic Development, Educational Attitudes, Educational Facilities, *Educational Improvement, *Educational Needs, Educational Trends, Education Work Relationship, Employer Attitudes, Employment Patterns, Job Training, Needs Assessment, *Regional Schools, School Business Relationship, *Technical Education, Technical Institutes, Two Year Colleges, *Vocational Schools
Identifiers—*Middle Georgia Technical Institute
An assessment was made of the vocational/technical training needs of the four-county Middle Georgia area served by Middle Georgia Technical Institute. Information was obtained through surveys of area businesses and former students of the school, as well as demographic and economic studies. Some of the findings were the following: (1) the popula-

tion of the area is expected to grow by about 20,000 by the year 2000; (2) the economy continues to be fairly strong and to support a strong labor market in the area; (3) new businesses and industries are locating to the area; (4) former students of Middle Georgia Tech and area employers are satisfied with the quality of training provided by the school, although some concerns remain, such as lack of modern equipment and failure of the curriculum to accommodate new technological developments; (5) graduates of the school averaged about $1,000 in income above the statewide average; (6) new standards formulated by the state will necessitate increased personnel and physical space at the school; (7) economic development activities remain important; and (8) since the school is near capacity, additional faculty and space are necessary to meet the training needs of local businesses and industry. Alternatives for expansion were proposed. (The document includes detailed analysis of needs and strengths in various program areas.) (KC)

**ED 331 998**                           CE 057 921
Challenge: 2000. Strategic Implementation of Georgia's Postsecondary Vocational Education System.
Arbor Gate Group, Peachtree City, GA.
Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.
Pub Date—Oct 88
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Decision Making, *Educational Development, Educational Needs, Educational Objectives, *Educational Planning, Educational Research, Educational Strategies, Futures (of Society), *Needs Assessment, Postsecondary Education, State Departments of Education, State Surveys, *Statewide Planning, Systems Development, Vocational Education
Identifiers—*Georgia, *Strategic Planning
A review of strategic planning needs of the Georgia Department of Technical and Adult Education (DTAE) identified current understandings and expectations regarding strategic planning around the state as seen by key staff and other constituents. Bases of the review were the four components of the DTAE's Strategic Development System: levels of strategic involvement, types of strategic analysis, organizational result areas, and strategic options. The review investigated knowledge of what was happening in one's geographic area as well as in larger contexts; types of research activities needed to monitor and create change; people necessary for operations, organizational activities, and structures to support the activities; and organizational decision making. Interviews with 35 DTAE Board members and staff, advisory board members, state legislators, and state agency representatives focused on understanding of DTAE, major needs of DTAE, vision for the year 2000 regarding education in Georgia, and variations on these topics. Sixteen institute presidents and 65 other persons participating in an inservice training session were surveyed on questions ranging from opinion of the need for strategic planning to specific help needed to address strategic issues. Responses showed that: (1) nearly one-quarter of their time is spent on strategic planning; (2) a high percentage cited the local level as a major source of planning information; (3) opinions were divided over the need for statewide strategy; and (4) a strategic planning model and information assistance were most frequently cited needs. (Appendixes include an interviewee listing and a draft request for proposals that provides an outline of the action steps necessary for designing a statewide strategic planning system.) (YLB)

**ED 331 999**                           CE 057 931
Comprehensive Systems Approach for Improving Management Effectiveness of the Vocational and Technical Division of the Arkansas Department of Education. Final Report.
Arkansas Univ., Fayetteville.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—Dec 89
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, Inservice Education, Leadership, *Management Development, Motivation, Organizational Climate, *Organiza-

tional Effectiveness, Postsecondary Education, Secondary Education, Self Evaluation (Groups), Social Support Groups, *State Departments of Education, *Systems Approach, *Vocational Directors, Vocational Education
Identifiers—*Arkansas
The purpose of a 3-year project was to develop and implement an organizational intervention strategy designed to assist key administrators within the Arkansas Vocational and Technical Education Division in improving the organizational effectiveness of their administrative units. The Organizational Health Instrument was used as a diagnostic and development tool for identifying leadership/organizational strengths and improvement priorities and for assessing the success of those efforts. Data from individual profiles were used to design appropriate intervention strategies and inservice activities and to establish appropriate support systems. The goal of project activities was to assist division staff members in becoming advocates for goals within their area of influence and to understand and support the goals within the total division. The Organizational Health Instrument consists of 10 dimensions: (1) goal focus; (2) communication adequacy; (3) optimal power equalization; (4) resource utilization; (5) cohesiveness; (6) morale; (7) innovativeness; (8) autonomy; (9) adaptation; and (10) problem solving adequacy. Pre- and post-assessments of the division director and directors of 20 area vocational-technical schools showed that the levels of organizational health increased in all dimensions from 1984 to 1987. The composite organizational health and effectiveness of the area vocational-technical schools was enhanced during the project. (NLA)

**ED 332 000**                           CE 057 934
Technology Edu-Camp 1988, Computer Aided Drafting & Design and Electronics. Adjunctive Report for the Program Improvement Administrator.
Arkansas State Univ., Beebe.; Wilbur D. Mills Education Service Cooperative, Beebe, AR.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
Pub Date—88
Note—133p.; Photographs will not reproduce clearly. Contains some light type.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, *Computer Assisted Design, Computer Graphics, Drafting, *Electronics, Engineering Graphics, *Inservice Teacher Education, Instructional Materials, Laboratory Procedures, *Learning Activities, Lesson Plans, Material Development, Models, Occupational Information, Postsecondary Education, Secondary Education, *Teaching Methods, Technical Education, Test Items, *Workshops
Identifiers—*Arkansas State Technical Institute
The Technology Edu-Camp described in this report was held in July of 1988 at Arkansas State Technical Institute. Purposes were: to provide vocational instructors an opportunity to expand their knowledge and understanding of the needs of technical occupations; to upgrade their technical skills; and to develop lesson materials for courses in electronics and computer-aided drafting and design (CADD). Except for a brief program description which also contains the program budget, attendance records, and a copy of a local newspaper article about the program, the bulk of this document consists of an appendix containing project materials including an announcement brochure and registration form, a management plan, budget, schedule, program of activities, pretest-posttest grades of participants, participant comments, photos, and laboratory activity packets (LAPs) for CADD and for electronics. The LAP for CADD contains 10 activities that cover the following topics: equipment terms and definitions, terminology, turning on systems and bringing up the menu, computer-aided drawing, border with titles, drawing, multiview, orthographic drawing, isometric drawing, and architectural drawing. The electronics LAP includes nine activities that cover electronics terminology, symbols and terms, drawing to scale an "OR" generator, hex number conversion, equations using Ohm's Law, problem solving using Ohm's Law (two activities), soldering, and electrical symbols in diagrams. Each LAP includes conditions provided, performance objectives, success criteria, information sheet, activity assignment, quiz, and quiz answers. (KC)

**ED 332 001** CE 057 938
National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan (Islamabad, Pakistan, September 12-21, 1989). Report.
Asian Cultural Centre for UNESCO, Tokyo (Japan).; Ministry of Education, Islamabad (Pakistan).; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Pub Date—90
Note—68p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Adult Basic Education, Adults, Beginning Reading, Children, Developing Nations, Foreign Countries, *Instructional Materials, *Intergenerational Programs, *Literacy, *Material Development, *Reading Materials, Socioeconomic Influences
This report consists of three chapters: (1) workshop proceedings; (2) papers presented by experts; and (3) field survey, preparation, and field testing of materials. The proceedings contain an introduction, workshop objectives, participants, opening of the workshop, phases of the workshop, closing session, and recommendations. Five papers are presented: (1) "Review of Existing Literacy Materials Developed in Pakistan" (R. Farooq); (2) "Production of Literature for Neo-Literates in Pakistan" (Ghulam Hussain); (3) "Preparation, Production, Field Testing, Evaluation, and Utilization of Materials for Neo-Literates" (Tongyoo Kaewsaiha); (4) "Planning, Designing, and Illustrating of Materials for Neo-Literates" (Satoshi Kako); and (5) "Development of Training Materials under APPEAL"–Asian Pacific Progam of Education for All (T. Sakya). The third section outlines the steps used in material development and testing. It gives the background of three field sites and presents the reports of three groups, including samples of the materials they developed. The appendix includes workshop agenda, participant list, welcome address by S. M. Qureshi, and an address by Shinji Tajima. (NLA)

**ED 332 002** CE 057 939
Strengthening Education for American Families Act.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-R-102-43
Pub Date—19 Apr 91
Note—67p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Administration, *Educational Change, *Educational Finance, *Educational Improvement, Elementary Secondary Education, Excellence in Education, *Federal Legislation, Federal State Relationship, *Literacy Education
Identifiers—Congress 102nd, Proposed Legislation
This Senate committee report discusses the Education for American Families Act, a bill that proposes ways to improve and enhance excellence in education. Included in the report are a summary of the bill, its legislative history, background and need for the legislation, committee views, committee votes, cost estimate, regulatory impact statement, section-by-section analysis, minority views, and changes in existing law. According to the summary, the bill consists of proven, cost-effective initiatives promoting the national education goals set out by President Bush and the nation's governors in 1990. It strengthens the achievement of those goals with an initiative to establish independent assessment of whether the schools are reaching them. As endorsed by the majority of the committee members, the bill contains modifications that include school-based management/shared decision making, model schools of excellence, mathematics and science programs, star schools programs, high technology educational techniques, and dropout prevention. Minority committee members opposed the bill because they preferred literacy provisions legislation and because the bill was moved through committee very quickly. (KC)

**ED 332 003** CE 057 944
*Lyke, Robert And Others*
Early Labor Market Experiences of Proprietary School Students. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—CRS-91-177-EPW

Pub Date—8 Feb 91
Note—80p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Blacks, Educational Finance, *Employment Level, *Females, Graduate Surveys, *High School Graduates, High Schools, *Males, *Outcomes of Education, Postsecondary Education, *Proprietary Schools, Salary Wage Differentials, Socioeconomic Status, Whites, Work Attitudes
Identifiers—High School and Beyond (NCES)
A project studied the early labor market experiences of the high school graduates of the class of 1980 who attended proprietary schools. The analysis was based on the "High School and Beyond" survey that followed that class through January 1986. About 9 percent of the 1980 seniors attended proprietary schools, and more than half of them completed their programs. Many proprietary school students enrolled in colleges as well. The study found that the proprietary school students were more like students who attended community colleges or had no education beyond high school than they were like four-year college students. However, they often had higher family socioeconomic status and a stronger orientation toward work. Higher proportions were women and black. The analysis showed that men who attended proprietary schools were no more likely to be employed than men who attended only high school. Although their hourly earnings were higher, this appeared to be due to factors such as social status rather than to their training. Women who attended proprietary schools were more likely to be employed than women who only completed high school, and their hourly earnings were also higher. Although other factors could have affected their earnings, completing proprietary school was at least partly responsible. Students who attended proprietary schools had no more difficulty repaying their loans than college students. Three appendixes include (1) description of the methodology of the study (explaining use of the data from the High School and Beyond Survey, specifying models used for predicting labor market outcomes, and explaining how information on tuition, grants and loans was compiled); (2) a set of 18 tables; and (3) an annotated list of 14 other studies with findings about students who attended proprietary schools. (KC)

**ED 332 004** CE 057 945
*Ireton, Leroy, Ed.*
Handbook for Adult Basic Education.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date—1 Jul 89
Note—88p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, Adult Learning, Classroom Techniques, Enrollment, *High School Equivalency Programs, Inservice Teacher Education, Program Administration, *Program Development, Program Implementation, Student Recruitment, Teaching Guides, *Teaching Methods
Identifiers—General Educational Development Tests, Oklahoma
Designed for use by adult basic education (ABE) teachers and directors, this publication presents a general overview of the major areas incorporated into the Oklahoma ABE program. Contents include a schematic diagram of ABE administration; ABE philosophy; state and federal guidelines; map of percentages of population 25 years and over with less than high school diploma; state priorities for ABE programs; local administration; adult learning centers location map; adult learning center guidelines; locations of local ABE classes; information relative to the adult education program; evidence of program effectiveness; duties of the director; funding of programs; goals of ABE teachers; and selection of ABE teachers. Other sections cover suggested competencies and needs for ABE inservice teacher training; specific criteria for evaluating the contents, organization, and format of ABE materials; suggestions for student recruitment, enrollment, and retention; teacher tips and techniques; points to ponder; suggestions on how to be a better leader; and a teacher's self-appraisal. A large section devoted to teaching techniques in reading focuses on the beginning adult reader and counseling ABE students. The final and largest section of the book is concerned with the General Educational Development (GED) test program. It includes policies of the

State Board of Education for issuance of a high school equivalency certificate; teaching tips for the revised GED tests; and an assessment supplement for teachers. (YLB)

**ED 332 005** CE 057 946
Survival Skills for the Real World. Revised.
Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
Pub Date—90
Note—262p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Daily Living Skills, Employment Interviews, High Schools, *Independent Living, *Job Search Methods, Job Skills, Money Management, Self Evaluation (Individuals), State Curriculum Guides, Taxes
This guide shares survival skills activities with Oklahoma educators of students in grades 9-12. Thirteen sections are included: (1) self-appraisal; (2) skills employers look for; (3) locating available jobs; (4) investigating job requirements; (5) applying for a job; (6) interviewing for a job; (7) deciding about a job; (8) responsibilities of car ownership; (9) starting on your own; (10) managing your money; (11) responsibilities as a taxpayer; (12) additional information for students; and (13) additional information for teachers. Each section contains a key, general instructions, a teacher introduction, suggested learner outcomes, a table of contents, and lessons. Handouts are included throughout. Additional information for students includes available assistance–state services, free services, and a glossary. Additional information for teachers includes 29 printed resources, 6 nonprint resources, and an evaluation sheet for the guide. (NLA)

**ED 332 006** CE 057 948
Blueprint for Career Preparation. Update
Florida State Dept. of Education, Tallahassee.
Pub Date—89
Note—28p.; For a related resource guide, see CE 057 954.
Available from—Florida Department of Education, Florida Education Center, Tallahassee, FL 32399 (free).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Career Development, *Career Education, Competence, Competency Based Education, Educational Philosophy, Educational Policy, *Education Work Relationship, Elementary Secondary Education, Postsecondary Education, *Program Development, *School Business Relationship, State Curriculum Guides, *State Programs
Identifiers—*Florida
This "blueprint" was developed to provide educators in Florida with a unified vision of where career education is heading. It is designed to address the increasing gap between emerging job requirements and the ability of Florida's work force to meet them. It was developed to prepare students for the world of work, a competitive global marketplace that is changing every day. It is also designed to enable all high school graduates to get a job. The blueprint provides a rationale and framework for career education, sets goals, and suggests practical methods of achieving them for each grade level. It also advocates school-business partnerships and describes some possibilities. Following a statement of the Department of Education's commitment to leadership, the blueprint sets out a 6-year plan for action to enable all schools in Florida to participate in the plan. A glossary, a chart comparing rates of growth in occupations between 1984 and 2000, and a 23-item bibliography are included in this document. (KC)

**ED 332 007** CE 057 952
Job Hunting? It's a Jungle out There! Jungle Survival Guide II.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
Pub Date—91
Note—32p.
Available from—Florida Department of Education, Florida Education Center, Tallahassee, FL 32399 ($.40 in Florida; $.80 out of state; over 500 copies: $.35 in Florida, $.75 out of state).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Employer Employee Relationship,

*Employment Interviews, Employment Potential, *Job Application, *Job Search Methods, *Job Skills, Networks, Resumes (Personal), Secondary Education

This illustrated, jungle-theme book plans a job search. There are three major sections in the book: (1) plan your safari; (2) where to look for jobs; and (3) making contact. Section one includes information on resumes, references, official papers needed for a job, and 11 ideas to help find job openings. Section two suggests finding jobs in state government, apprenticeship programs, newspaper want ads, volunteering, and part-time work. A checklist is included to organize a job search. Part three provides suggestions for making contacts: (1) contacting prospective employers; (2) writing letters of application; (3) phoning about a job; (4) visiting prospective employers; (5) filling out application forms; (6) interviewing for a job; (7) getting an offer; and (8) once on the job, what comes next. Thirty-four references are included. (NLA)

---

**ED 332 008          CE 057 953**
A Guide to Career Decisions. The Sky Is the Limit. Florida VIEW Careerbook.
Florida State Dept. of Education, Tallahassee. Bureau of Career Development.
Pub Date—91
Note—30p.
Available from—Florida Department of Education, Florida Education Center, Tallahassee, FL 32399 ($.30 in Florida, $.60 out of state).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ability, Aptitude, *Career Awareness, *Career Choice, *Career Education, *Career Exploration, Decision Making, Employment Opportunities, Interest Inventories, Interests, Junior High Schools, Self Concept, *Self Evaluation (Individuals)

This guide is designed to help junior high school students get to know themselves better and relate what they find out about themselves to job information in the Florida VIEW (Vital Information for Education and Work) System. The book is intended to help students select a number of occupations that might meet their needs and interests. Section 1 offers 10 choices in the career exploration process, including quitting school, relaxing after graduation, getting married, finding work immediately, joining the military, entering various educational programs, and reentering the job market. Students are given the opportunity to explore as many as they choose. Section 2 contains an eight-step self-awareness process: personal interests, aptitudes, physical abilities, things to think about, earnings, preparation, education, and training. Section 3 is designed to help the student choose a few occupations to research and compare with the information on the self-awareness worksheet completed in Section 2. In Section 4, students complete career awareness worksheets to match their expectations and wants with career selections. Section 5 provides students with the opportunity to summarize what they have discovered and use that information to plan courses to select in school and to continue their career search. (YLB)

---

**ED 332 009          CE 057 954**
Resource Guide for the Blueprint for Career Preparation. A Listing of Career Development Books, Software, Kits, and Materials.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
Pub Date—Jun 90
Note—125p.; For the career preparation manual, see CE 057 948.
Available from—Florida Department of Education, Florida Education Center, Tallahassee, FL 32399 ($5.00 in Florida; $10.00 out of state).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Audiovisual Aids, Books, *Career Development, *Career Education, Computer Software, *Educational Resources, Elementary Secondary Education, *Instructional Materials, Postsecondary Education, *State Curriculum Guides, State Programs, Statewide Planning, Videotape Recordings
Identifiers—*Florida

This document is a selected, annotated listing of 327 career development materials. Items selected for inclusion in the guide were located through the Florida Educational Information Service, which

conducted: (1) searches of computerized databases, (specifically ERIC); and (2) a manual search for relevant sources that might not have been systematically catalogued but that are available from the 50 states. Most material was developed in 1984 or later. Information provided for each entry includes title, publication date, author, availability, general characteristics, content description, format, cost, audience, grade level, and competency area. Special target populations are also identified when appropriate. Products produced in Florida and state-adopted materials are noted. Entries in the guide are indexed by "Blueprint" level, student competency, series, and exceptionality (hearing impaired, learning disabled, etc.) A matrix of career development keys each entry in the annotated bibliography with student competencies addressed by the materials and their grade levels in the "Blueprint for Career Preparation." (KC)

---

**ED 332 010          CE 057 955**
Building Blocks for the Future. Kindergarten –Grade 12. A Developmental Framework for Life Choices. Maine Guide.
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.; Maine State Occupational Information Coordinating Committee, Augusta.
Pub Date—91
Note—229p.; For an adult version, see CE 057 756.
Available from—Vocational Curriculum Resource Center of Maine, KVTC, Western Avenue, Fairfield, ME 04937 (loan only).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adolescents, Age Differences, *Career Awareness, *Career Education, Career Exploration, Children, Daily Living Skills, Decision Making Skills, *Developmental Stages, Elementary Secondary Education, Individual Development, Job Skills, Literacy, *Self Concept, State Curriculum Guides, Teaching Guides, Young Adults

This curriculum presents career, academic, and life skill activities to assist education and training organizations in developing and delivering comprehensive career development and life skills programs. The guide helps individuals to develop self-awareness, discover career options, secure an understanding of occupational information, acquire decision-making and planning skills, and understand the interrelationship of academics and the world of work. The opening sections provide a conceptual overview, introduction, comprehensive guidance model, and competencies for each level based on the National Career Development Guidelines. The primary, elementary, middle/junior high, and high school sections offer career and life development concepts appropriate for each grade level. The building blocks are organized into five areas: (1) orientation; (2) transition; (3) self-awareness; (4) career awareness and life planning; and (5) learning and planning skills. Each section in the guide contains the grade, skills, objectives, outcomes, time needed, resources required, suggested strategies, and evaluation methods. Individual career planning forms and references are included in the resource section: 57 resources for grades K-5 and 28 resources for grades 6-12. (NLA)

---

**ED 332 011          CE 057 956**
Career Transitions for Adults. Maine Guide. A Developmental Framework for Life Choices.
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.; Maine State Occupational Information Coordinating Committee, Augusta.
Pub Date—91
Note—190p.; For a K-12 guide, see CE 057 955.
Available from—Vocational Curriculum Resource Center of Maine, KVTC, Western Avenue, Fairfield, ME 04937 (loan only).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adult Education, Behavioral Objectives, *Career Change, Career Development, *Career Exploration, Daily Living Skills, Employment Interviews, Goal Orientation, Job Application, *Job Search Methods, Learning Activities, Learning Modules, *Midlife Transitions, Self Concept, Self Evaluation (Individuals), Values Clarification

This curriculum presents career, academic, and life skill activities to assist education and training organizations in developing and delivering comprehensive career development and life skill programs.

It is designed for the out-of-school person who has life and work experiences and who wants to assess a current life or career situation. The activities and resources are suitable for integration into the regular classroom. An introduction includes a conceptual overview, National Career Development Guidelines, and Maine Guide Adult Competencies. The curriculum contains six sections, each composed of one to seven modules. Each module consists of some or all of these components: rationale, objective, outcome, time, resources, suggested strategies, and any necessary handouts. Topics covered include self-awareness (getting acquainted, transition stages, values clarification, personal balance); self-assessment (interest assessment, transferable skills, personal career profile); exploring careers (occupational information, personal finance and financial aid, networking); goal setting (decision making, goal setting, implementation); job readiness (contacts and applications, resume and cover letter, personal grooming, job interview, job keeping, assertiveness, breaking life/career barriers); and closure. A resource section lists resources by section and contains a 67-item bibliography. (YLB)

---

**ED 332 012          CE 057 960**
Johnson, David R.
Formulating a Conceptual Model of Nontraditional Student Attrition and Persistence in Postsecondary Vocational Education Programs.
National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Apr 91
Contract—V051A80004-88A
Note—81p.
Available from—NCRVE Materials Distribution Service, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455 (order no. MDS-217: $4.50).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Persistence, Adult Students, Dropout Characteristics, *Dropout Research, Dropouts, Educational Research, Literature Reviews, *Models, *Nontraditional Students, Postsecondary Education, *Student Attrition, Student Characteristics, Two Year Colleges, *Vocational Education

Few studies have been conducted on nontraditional student attrition in postsecondary vocational educational programs. This lack of attention is due to methodological limitations, lack of priority on data collection in vocational education, and lack of perceived need for research. The conceptual model of student attrition in postsecondary vocational education proposed in this paper is is adapted from other conceptual and theoretical approaches found in studies conducted in two- and four-year postsecondary institutions. The model draws also upon the previous research on traditional students, including Spady's model of the undergraduate dropout process (1971), Tinto's longitudinal model of student persistence (1975), and Pascarella et al.'s model (1983). Other sources include studies that focus on nontraditional students, such as Bean and Metzner's model of nontraditional student attrition in postsecondary education settings and Brown and Kayser's model of educational adjustment. The proposed model includes several new variables. It is developed to account for attrition among different subgroups of nontraditional students. Exogenous factors describing students' backgrounds include disability and outside community agency support received. The model also seeks to examine the interrelationships of disability and disadvantage with external environmental factors. Several concepts described and tested in other models, "institutional commitment" and "social integration," are expanded in this model. (157 references) (YLB)

---

**ED 332 013          CE 057 961**
Burton, Lucy G. And Others
Change Impact–Building a Rural Telecommunications Network.
Pub Date—90
Note—7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Change Strategies, *Communications Satellites, Distance Education, Extension Education, Higher Education, Models, Networks, *Organizational Change, Resistance to Change, Rural Areas, *Rural Population, Telecommunications, Universities

A framework to consider a successful change effort in an organization consists of four elements: conditions for change; manner of initiation; road blocks or facilitators; and lasting results. A specific case study in which this framework can be applied is the process of change in one university. While the immediate manner of initiation was an authoritarian act–the purchase of satellite equipment by one department head–the conditions of change already existed in that a broad base had built up over time for the use of telecommunications to serve rural communities. External forces that led to the initial change effort were the structural economic changes in rural areas and changes in the work force and subsequent training needs. Internal forces included striving within the university and in the state for funds and recognition. Although goals were initially unclear and no input was collected from other levels of the organization, telecommunications programs to outreach sites were subsequently incorporated into the overall mission of the university. Facilitators of the project were a major training effort, creation of television production positions, and resource development. Lasting results were the redistribution and reallocation of funds to use satellite television programming and more collaboration and cooperation with other institutions for the service of the common constituencies, the rural communities. (YLB)

**ED 332 014**                CE 057 963
*Cox, Donald Lee*
**A Comparative Analysis of Methods Used in Preparation for Occupational Testing.**
Pub Date—91
Note—83p.; M.S. thesis, Iowa State University.
Pub Type— Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, *Certification, Comparative Analysis, Employment Experience, *Employment Qualifications, *Fire Fighters, *Independent Study, *Occupational Tests, Program Development, Sex Differences, *Teaching Methods

A study evaluated preparatory methods of developing competence to become certified as an Iowa Fire Fighter I. Hypotheses were that no significant differences in written examination scores would be found when comparing structured learning with self-study preparation or when comparing candidate gender; a significant difference would be found in scores compared with years of experience as a fire fighter; and scores of full-time and volunteer fire fighters would differ significantly. A literature review of current adult education concepts indicated that program planning and educational delivery should recognize and incorporate an individual's prior experience and current needs into the learning environment. The study population consisted of 519 fire fighter candidates from 1989-1991. A dependent variable of their written examination score was compared to various independent variables. These data were collected by a survey administered after the written examination. Research methodology included a t-test to compare self-study and structured learning, gender, and fire department affiliation and analysis of variance to analyze specific methods of preparation and years of experience. Candidates who developed competence through self-study scored significantly higher; years of experience and type of experience also indicated significant differences; and gender resulted in no significant difference in test scores. (The survey and 30 references are appended.) (YLB)

**ED 332 015**                CE 057 964
*Davis, Kevin Poston, George*
**Enucleation Procedure Manual.**
Mid-America Eye and Tissue Bank, St. Louis, MO.; Southern Illinois Univ., Carbondale. School of Technical Careers.
Pub Date—[91]
Note—41p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Allied Health Occupations Education, *Eyes, Instructional Materials, Medical Education, Medical Services, Nursing Education, *Tissue Donors

Identifiers—*Mortuary Science
This manual provides information on the enucleation procedure (removal of the eyes for organ banks). An introductory section focuses on the anatomy of the eye and defines each of the parts. Diagrams of the eye are provided. A list of enucleation materials follows. Other sections present outlines of (1) a sterile procedure; (2) preparation for eye removal; (3) enucleation procedure, including a summary and step-by-step procedure with illustrations; (4) records to be completed; and (5) instructions for shipping. Other materials focus on obtaining consent from next of kin; procedure for preparation prior to arrival of enucleator; major problems encountered; embalming procedure; post-embalming restorative procedure; instrument care; and asking the question and extending the opportunity for tissue or organ donation. (YLB)

**ED 332 016**                CE 057 965
**Tech Prep Compendium of Models. [Revised].**
Delaware Statewide Vocational - Technical High Schools.; Delaware Technical and Community Coll., Dover.
Pub Date—90
Note—50p.; For an earlier edition, see ED 319 927.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advanced Placement, *Articulation (Education), College School Cooperation, Data Collection, Educational Mobility, Enrollment, Evaluation Methods, High Schools, *Models, *Program Development, *Program Evaluation, Student Recruitment, *Technology, Two Year Colleges, Vocational Education
Identifiers—*2 Plus 2 Tech Prep Associate Degrees
This publication discusses four models for technical preparation (tech prep): program organization; student progress; tech prep data collection and evaluation model; and school/community. The program organization model is divided into four sections. Section I, the business, industry, and labor section, shows the flow from craft committee and partnerships in excellence through the DACUM (Developing a Curriculum) process to involvement of unions. It also describes how Delaware's Business, Industry, and Educational Alliance, the various local Chambers of Commerce, and state government agencies each play a significant role. The next section describes the tech prep consortium and its mission. Section III on articulation procedures discusses three identifiable strategies and provides a sample articulation contract. Advanced standing is addressed in Section IV. Following this is a description of the student progress model, divided into two sections: high school phase and transition to postsecondary. Section I focuses on recruitment, enrollment, advanced credit, and final secondary year. Section II considers selection, career guidance and placement test, registration, enrollment with advanced standing, and higher education. Next, the data collection and evaluation model outlines teacher procedures; Delaware Department of Public Instruction/Educational Computer System procedure; postsecondary procedure; evaluation and assessment; and descriptive studies, including measure effects on recruiting and success of feeder schools. Finally, the school-community model outlines six specific educational needs of students who do not consider college a viable option. The needs are divided between program entry and admission to higher education. (YLB)

**ED 332 017**                CE 057 966
**Evaluating Effectiveness in Adult Literacy and Basic Skills. An ALBSU Good Practice Document.**
Adult Literacy and Basic Skills Unit, London (England).
Report No.—ISBN-1-870741-23-4
Pub Date—[91]
Note—24p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Adult Programs, *Basic Skills, Check Lists, Foreign Countries, *Literacy Education, *Program Effectiveness, *Program Evaluation
This document provides a framework for local education agencies to monitor, support, and evaluate basic skills provision for adults. It sets out a general approach to evaluation based on three crucial factors in basic skills provision: inputs, process, and outcomes. It suggests some possible program indicators for basic skills, including average class size, student enrollment, student progress, student atten-

dance, and program cost. A Basic Skills Checklist is intended to be used to help evaluate the effectiveness of a basic skills program. The answers to each question in the checklist can be scored on a scale of 0-10. A target score of 75 percent is recommended for each section. Sections focus on these areas to be evaluated: planning, resources, provision, practice, and staffing. (YLB)

**ED 332 018**                CE 057 967
**The Wildbunch Seed Company: Entrepreneurship for At-Risk Students.**
Hood River Valley Opportunity School, OR.
Pub Date—89
Note—41p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Distributive Education, *Entrepreneurship, Experiential Learning, *High Risk Students, High Schools, Learning Activities, *Nontraditional Education, Retailing, Salesmanship, *Small Businesses, Student Experience, *Student Projects, *Teaching Methods, Vocational Education
This project is a program of the Hood River Valley (Oregon) Opportunity School, a half-day alternative school attended by at-risk students. The project's objective is to teach fundamental academics through a practical experience in setting up and running a small business: the wholesale purchasing and retail mail-order sales of wildflower seeds. Contents include a project description with work schedule and worksite characteristics analysis; background information on the Opportunity School; a list of benefits of the project; additional information on project activities; and sample sales forms. A list of the areas of the curriculum to be taught through entrepreneurship with corresponding objectives is included, and a job description checklist is also provided. Other contents include copies of newspaper articles on the project and the wildflower seed catalog, with descriptions of flower seeds available. (YLB)

**ED 332 019**                CE 057 970
**Volunteer Evaluation System 1989-1990.**
Greater Pittsburgh Literacy Council, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
Pub Date—30 Jun 90
Contract—98-0004
Note—36p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Identification, Adult Education, Adults, *Aptitude, Employment Qualifications, *Evaluation Methods, Literacy Education, *Placement, Talent, Tutors, *Volunteers, *Volunteer Training
Identifiers—353 Project
The Greater Pittsburgh Literacy Council developed a Volunteer Evaluation System. Its objective was to create a way to gain knowledge of volunteers' skills and place them in appropriate volunteer positions. A five-step system was created to collect information about volunteers at set intervals and pass it along to appropriate staff members. The steps were inquiry/orientation; interview; volunteer training through a workshop; testing of the 12-hour probationary period; and an ongoing review system, with a scheduled review after every 50 hours of instruction. A new tutor data application form was also developed. Space was provided for comments by the volunteers regarding training and the five-step process and observations by the staff of the volunteer's potential. An objective that was not achieved was the provision of a process for staff, volunteer, and student to assess the program's procedures. (Appendixes include the volunteer intake form; an information packet with volunteer job descriptions, workshop schedule, workshop registration form, mission statement, history, and volunteer data form/application; questionnaire; and volunteer data form.) (YLB)

**ED 332 020**                CE 057 971
*Lynch, Patricia S.*
**Parents' Perceptions of Their Involvement in Planning the Transition from School to Work for Their Children with Disabilities.**
Pub Date—24 Jan 91
Note—11p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (San Antonio, TX, January 24, 1991).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Programs, *Disabilities, *Education Work Relationship, High Schools, High School Students, Individualized Education Programs, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Program Attitudes, Research Needs, Research Problems, *Special Needs Students, State Programs
Identifiers—Texas

A study was conducted to determine how parents perceive their involvement in planning the transition from school to work for their children with disabilities. A random sample of 240 parents in 9 school districts in Texas identified as having exemplary disabilities programs were contacted with a mailed survey, and 17 parents volunteered as a result of advertising in parent newsletters. Of the 240 surveys mailed, 50 were returned (20 percent); 9 of the 17 volunteers responded to the survey. Most of the parents who responded had children aged 16-18; 32 were White, 7 Black, 7 Hispanic, and 4 Asian. The study found that 46 percent of the parents had never been contacted by the school about their child's transition; most who had been contacted were contacted only once or twice; and only 13 parents reported some type of involvement. The study concluded that although the response rate was too low to draw any firm conclusions, it appears that many parents are ill-informed regarding transition and transition planning for their children with disabilities. It is possible that the low response rate is indicative of the status of parental involvement: parents may not have understood enough about transition planning to complete the survey instrument. Further research, to include telephone interviews and case studies, is planned. (13 references) (KC)

**ED 332 021**                    CE 057 972
*Seelhammer, Sheila*
**Career Education. Wadena Public School System.**
Pub Date—May 91
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Educational Improvement, Elementary Secondary Education, *Integrated Curriculum, *Program Effectiveness, Program Evaluation, *Program Improvement
Identifiers—*Wadena Public School District MN

The Wadena Public School District 819 (Minnesota) has a career education curriculum that includes the following: (1) emphasis on self-esteem, decision making, and work ethic integrated into other subjects in elementary schools; (2) increased emphasis on these areas in home economics, industrial arts, English, science, and mathematics in junior high school, along with individual meetings with guidance counselors; and (3) integrated and direct instruction and experiences that focus on guided career exploration and course selection in senior high school. According to a survey of teachers, the strength of the program is the high level of awareness of and instruction directed toward career development needs in senior high school and integrated activities in the elementary school. Teachers cited the following program weaknesses: lack of K-12 planning and delivery of a career education strand in the curriculum, lack of resources, and low level of awareness of career education in the elementary and junior high school. Students surveyed saw areas of greatest need as self-analysis, job-seeking skills, and ability to locate information on careers. Recommendations for improvement include increasing use and accessibility of resources, creating greater awareness of infused career education/work readiness learner outcomes, and clearly articulating a K-12 career education curriculum. (13 references) (KC)

**ED 332 022**                    CE 057 973
*Herring, Roger*
**Career Education in the Junior High School: What Is the Current Situation?**
Pub Date—87
Note—28p.; Revised version of a paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescent Development, *Adolescents, *Beliefs, Blacks, *Career Awareness, *Career Education, Career Exploration, Cultural

Influences, Ethnic Groups, Junior High Schools, *Junior High School Students, Physical Development, Social Influences, Thinking Skills
Identifiers—African Americans, Arkansas

A study was conducted to identify junior high school students' perceptions of careers and the world of work. The participants included 32 seventh-, 132 eighth-, and 131 ninth-grade students in urban and rural public schools in central Arkansas. Ethnically, 57% of the students were Anglo-American and 40% were African-American. The students were equally divided between males and females. The participants were given the "Debunking Occupational Myths: A Quiz" assessment. Results indicate that the mean of all grade levels was not significantly different. From a gender perspective, eighth-grade males responded incorrectly less often than seventh- and ninth-grade males. Females tended to respond similarly across the grade levels. Ethnically, Anglo-American and rural ninth graders responded incorrectly more often than the lower two grades. The findings of the study indicate that junior high students do not demonstrate adequate career awareness and exploration understanding. The findings also indicate that cultural and ethnical concerns are not being addressed very well. The findings imply that more career education efforts be employed and that differentiated learning styles should be addressed appropriately. (Twenty-two references and the assessment instrument are included.) (NLA)

**ED 332 023**                    CE 057 977
*Hiemstra, Roger   And Others*
**English Language Adult Education Books: Their Value to Adult Educators. Technical Report Series. Technical Report No. 4.**
Syracuse Univ., NY. Kellogg Project.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—Feb 91
Note—45p.
Available from—Syracuse University Kellogg Project, 310 Lyman Hall, 108 College Place, Syracuse, NY 13244-1270 ($4.00; 10% discount on 2 or more copies).
Pub Type— Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Education, Adult Educators, *Book Reviews, *Books, Educational Research, English, Program Development, Surveys, *Teacher Attitudes

During the past 20 years there has been an explosion of literature related to adult education. A survey research tool was designed to reveal perceptions of the value placed on various adult education publications. The first part contained a list of 393 English language books related to the adult education field. Respondents were encouraged to include additional publications they had found to be of value; this resulted in 125 new books and monographs being mentioned. Participants checked on a final list those publications they judged to be of high value. The second part of the instrument contained several questions designed to obtain demographic information about the respondents. Responses were returned by 135 out of 400 adult educators. Most respondents mentioned a fairly large number (39.13) of books of value. Eight of the top 20 were focused on adult learning or adults as learners, including the top 5 books. Eight were general, historical, or introductory in nature. The other four covered topics of continuing professional education, program planning, more radical approaches to adult education, and research. Suggestions for further research included an update every decade; a larger, more diverse audience; a study of the value of journal articles and conference papers; and an evaluation of the sources. (Appendixes include the project bibliography of 393 sources, the list of the 125 additional books and monographs mentioned by respondents, and 14 references.) (YLB)

**ED 332 024**                    CE 057 978
*Allen, Eileen*
**Kellogg Adult Education Thesaurus. Technical Report Series. Technical Report No. 5. Second Edition.**
Syracuse Univ., NY. Kellogg Project.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Report No.—TR-1991-5
Pub Date—Apr 91
Note—160p.

Available from—Syracuse University Kellogg Project, 310 Lyman Hall, 108 College Place, Syracuse, NY 13244-1270 ($8.00; 10% discount on 2 or more).
Pub Type— Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Education, *Archives, Information Retrieval, *Subject Index Terms, *Thesauri
Identifiers—*Syracuse University NY

This thesaurus was designed for users of the Adult and Continuing Education Research Collection in Syracuse University (New York), which contains the archives of organizations and individuals central to the development of adult education as a field of study and practice. The thesaurus serves the historical and archival adult education materials of a specific place and is collection specific: the work represents the archive it serves. The thesaurus consists of three displays: conceptual, alphabetic, and rotated. The conceptual and rotated displays show only preferred terms (usable), whereas the alphabetic display consists of preferred and nonpreferred terms. The conceptual display indicates relationships among terms as they occur in the archive. The alphabetic display comprises the preferred terms, entry terms, scope notes, hierarchical relationships, and those of equivalence and of association. The rotated display indexes each word of both single and multiword preferred terms in alphabetical sequence. Six references are included. (NLA)

**ED 332 025**                    CE 057 988
*Fingeret, Hanna Arlene   Danin, Susan Tuck*
**"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City. Executive Summary.**
Literacy South, Durham, NC.
Spons Agency—Literacy Volunteers of New York City, Inc., NY.
Pub Date—Jan 91
Note—55p.; For the full report, see CE 057 989.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Educational Benefits, Interviews, Leadership Training, *Literacy Education, Participant Observation, Participant Satisfaction, *Program Effectiveness, Program Evaluation, Qualitative Research, Reading Skills, Self Concept, *Student Attitudes, Student Leadership, Tutoring, Volunteers, Writing Skills
Identifiers—*Literacy Volunteers of New York City

A qualitative study investigated the impact on students of participation in Literacy Volunteers of New York City (LVNYC). Change in three major areas was examined: literacy skills; self-concept, attitudes, and beliefs related to literacy development; and involvement in literacy tasks outside the program. Data were collected through open-ended focus group interviews, individual interviews, and observation. Additional data included student demographic information, standardized test scores, and writing samples. Findings indicated that students associated prior school experiences with failure and were attracted to specific characteristics of LVNYC's program. They enjoyed group instruction. All participants raised the issue of space. Most dropouts left because of some condition unrelated to the program. Reading and writing skill development was viewed as occurring within and outside the program and as private and public practices. Situations in which students used skills outside the program included jobs, banks, public transportation, and grocery stores. Students reported widespread positive changes in self-concept and attitudes. The Student Leadership Program complemented the instructional program. Qualitative analysis indicated that writing samples strongly supported skill development, whereas standardized reading test scores offered weaker support. Changes in the provision and organization of services and ongoing assessment, evaluation, and program development were recommended. (13 references) (YLB)

**ED 332 026**                    CE 057 989
*Fingeret, Hanna Arlene   Danin, Susan Tuck*
**"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City.**
Literacy South, Durham, NC.
Spons Agency—Literacy Volunteers of New York City, Inc., NY.
Pub Date—Jan 91

Note—282p.; For an executive summary, see CE 057 988.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Educational Benefits, Interviews, Leadership Training, *Literacy Education, Participant Observation, Participant Satisfaction, *Program Effectiveness, Program Evaluation, Qualitative Research, Reading Skills, Self Concept, *Student Attitudes, Student Leadership, Tutoring, Volunteers, Writing Skills
Identifiers—*Literacy Volunteers of New York City
A study explored the impact on students on participation in Literacy Volunteers of New York City (LVNYC). Change in three major areas was examined: literacy skills; self-concept, attitudes, and beliefs related to literacy development; and involvement in literacy practices outside the program. The study was primarily qualitative but included a quantitative analysis of standardized test scores and writing samples. Data collection methods were focus group interviews, individual interviews, and observation. When questioned about their previous educational experience, students spoke of failure and the stress of entering the LVNYC program. Learning in groups was important, tutor turnover affected student progress, and students wanted more oral reading. Students felt that participation in LVNYC had an impact on literacy practices inside the program, because they felt they were learning, and that it affected their lives outside the program, because they used their literacy skills in private and public situations. The Student Leadership Program, which compliments the instructional program, consists of a student committee, student representation on the LVNYC board, and a student leadership team. Sincere efforts are made by this program to help students develop a more proactive stance in relation to their own schooling; nevertheless, students appear to remain dependent on the paid staff. Student skill development is supported by narratives, interviews, and writing samples analysis and to a lesser degree by standardized reading test score analysis. Recommendations are made regarding provision and organization of services and ongoing assessment, evaluation, and program development. (Instruments, interview guidelines, and 56 references are appended.) (YLB)

ED 332 027                  CE 058 012
Davidson, Carl
Recent Developments in the Theory of Involuntary Unemployment.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Report No.—ISBN-0-88099-106-2
Pub Date—90
Note—174p.
Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($22.95 hardcover–ISBN 0-88099-105-4; $13.95 paperback–ISBN 0-88099-106-2).
Pub Type— Books (010) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, *Economic Research, Employment, *Labor Economics, *Labor Market, Literature Reviews, *Models, *Theories, *Unemployment, Vocational Education, Wages
Identifiers—*Equilibrium Model
The most prominent theories of unemployment that have emerged since 1960 are search, disequilibrium, implicit contracts, efficiency wage, and insider/outsider models. Search models assume that it takes time and effort for employers and potential employees to find each other. A "partial-partial" equilibrium approach focuses on one side of the market. The reservation wage approach focuses on the problem of finding an employer willing to offer adequate compensation. The most promising is the trade friction approach. The fixed price or disequilibrium literature shows that the most effective policy for combating unemployment depends upon which markets are out of equilibrium. Recent work has shown that imperfect competition in a general equilibrium setting may result in "coordination failures." Basic assumptions underlying research in implicit contracts are that contract terms are isolated from market forces and that workers are more averse to risk than employers are. This line of research has encountered difficulties in attempting to

explain the coexistence of wage rigidity and unemployment in a contracting framework. The two most promising lines of research in an attempt to explain wage rigidity and unemployment are efficiency wage theory and the insider/outsider theory of unemployment. Two issues remain: empirical verification of critical features of the models and similarities across models. (An index and 176 references are provided.) (YLB)

ED 332 028                  CE 058 015
Experienced Workers–Reserve Capital.
European Centre for the Development of Vocational Training, Berlin (West Germany).
Report No.—ISSN-0378-5068
Pub Date—90
Note—41p.
Journal Cit—Vocational Training; n2 1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Continuing Education, Developed Nations, Educational Development, Educational Finance, Foreign Countries, Independent Study, Job Skills, *Labor Force Development, *Middle Aged Adults, Needs Assessment, Open Education, Postsecondary Education, *Retraining, Skill Development, Skill Obsolescence, *Vocational Education
Identifiers—European Community
The eight articles in this theme issue of CEDEFOP's twice-yearly multi-lingual bulletin focus on continuing education to maintain and upgrade the workforce. "Force–The Community's Action Programme for the Continuing Training in the 1990s" describes the objectives of this new program to improve the skill levels of the European Community's work force. "Continuing Training: The Role of the Social Partners" (Francois Martou) focuses on the importance of the partners in training development. "Roles for Training: The Reshaping of Work, Mobility, and Earnings?" (Philippe Mehaut, Marie Claire Villeval) describes links currently being constructed between the technological and organizational changes affecting the workplace, new methods of personnel management, and the role of retraining in the process. "Views on the Development of Continuing Vocational Education and Training in Great Britain" (Ken Nixon) shows that insufficient priority has been given to the training needs of mature employees. "Continuing Vocational Training in the Netherlands: Developments and Debates" (Geert Kraayvanger, Ben van Onna) discusses elements of the intellectual and political debate surrounding this branch of adult education. "Vocational Training Redefines Its Limits" (Jean-Francois Germe) takes stock of radical changes in vocational education, considering some present-day challenges and possible patterns of change. "The Analysis of Cost and Financing Structures in Continuing Training" (Uwe Grunewald, Edgar Sauter) presents approaches to the description and analysis of continuing training. "Continuing Training in an Open Learning Centre–An Example that Could Be Transferred to Another Culture?" (Pol Debaty) describes Forespace, a Belgian prototype center for self-directed training. (YLB)

ED 332 029                  CE 058 016
It Works! Idaho Division of Vocational-Technical Education Annual Report Fiscal Year 1990.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
Pub Date—90
Note—47p.; Contains colored print on colored paper.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Annual Reports, Articulation (Education), Basic Skills, Career Awareness, *Career Education, Educational Needs, *Educational Objectives, Education Work Relationship, Entrepreneurship, *Equal Education, Postsecondary Education, Professional Development, Retraining, Secondary Education, Sex Fairness, Special Needs Students, *State Programs, Statewide Planning, Student Needs, *Teacher Education, *Vocational Education
Identifiers—*Idaho
During fiscal year 1990, Idaho's vocational-technical system conducted activities toward attainment of five major goals. To promote economic progress by meeting employer needs for trained workers (goal 1) the technical system strengthened interaction between employers and educators; focused on vocational training to support industries and new economic development through the Consortium of

Vocational-Technical Institutions, carried out customized training programs, industry-specific upgrade training programs, and the Workplace Literacy Project; and provided entrepreneurship training. To provide students with foundation skills required for success in technical and skilled occupations (goal 2), the system piloted applied biology/chemistry courses; restructured curricula to emphasize general preparation for employment; developed industrial technology programs; and supported vocational student organizations. To meet student needs for vocational education in selected occupations (goal 3), the system offered secondary and postsecondary programs and provided upgrade training and retraining. To ensure equal access to vocational training (goal 4), vocational equity projects and guidance and counseling projects were conducted; the Idaho Career Information System was continued; and populations with special barriers to the work force were served. To ensure greater flexibility, the system oversaw postsecondary and secondary articulation and coordinated programs and entry/reentry programs. Finally, the system attained the fifth goal, to revise the preparation and development of instructors to meet the new goals, through redesign of university-level teacher preparation programs to reflect changing requirements and provision of continuing professional development. (YLB)

ED 332 030                  CE 058 017
Warwick, Jill
Planning Human Resource Development through Equal Opportunities. A Handbook.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-208-6
Pub Date—90
Note—40p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affirmative Action, *Employed Women, Employment Practices, *Equal Opportunities (Jobs), Foreign Countries, *Human Resources, Management Development, *Personnel Management, *Policy Formation, Program Implementation, Promotion (Occupational), Sex Fairness, *Staff Development
Identifiers—United Kingdom
This handbook is intended for managers who wish to develop human resources in their organizations, particularly where women are currently underrepresented. It provides a positive model for the successful equal opportunities manager and a checklist of activities that will lead to the successful implementation of equal opportunities. The handbook sets out a logical sequence of recommended tasks for the development of an equal opportunities policy. The 11 steps are as follows: (1) management activities–the first stage; (2) management activities–the second stage; (3) the monitoring process; (4) the staff development program; (5) the equal opportunities training program for staff; (6) recruitment, appointment, and promotion of women; (7) the management development training program; (8) the facilities required for implementation of equal opportunities; (9) a model for curriculum development; (10) marketing and publicity; and (11) management activities–the third stage. A statement of principle and a list of the tasks the manager should carry out to translate the principle into effective practice are provided for each step. Appendixes include two articles, "Equality in the College: The Legal Position" (Chris Fernie) and "How to Set Up and Implement an Equal Opportunities Policy" (Helen Clarke). A sample opportunities policy document is also provided. (YLB)

ED 332 031                  CE 058 018
Blackburn, Mary Ellen   Hall, Doris N.
Georgia 4-H Consumer Judging.
Georgia Univ., Athens. Cooperative Extension Service.
Pub Date—Oct 88
Note—56p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Consumer Economics, *Consumer Education, *Decision Making, *Extension Education, Home Management, Instructional Materials, Intermediate Grades, Judges, Junior High Schools, Learning Activities, Middle Schools, Money Management, *Purchasing, Student Organizations, Student Projects
Identifiers—*4 H Programs, Georgia
Materials are provided for a consumer education

activity designed to help teenagers make knowledgeable, rational decisions when purchasing goods and services. A student manual describes how the activity–a consumer judging contest–works. Information is provided on how consumers make decisions. Topics include: needs versus wants; sources of information on products; why people shop where they do; advertising advice; tips when shopping the sales; decision making; and consumer's rights and responsibilities. The final section provides information on how to be an expert judge. The manual is followed by the following materials: a brochure on the activity; contest registration form; information on both junior and senior consumer judging, including objectives, project procedure, project awards, and special regulations; and a list of consumer judging resources, such as videos, multimedia kits, computer programs, magazines, and catalogs. Two lesson plans on consumer judging are provided. Components of each are: title; objectives; time; lists of supplies, materials, and props; and content outline that correlates narration with visuals and student participation. Some additional example situation statements complete this packet of materials. (YLB)

**ED 332 032**      **CE 058 037**
*Shumate, Katherine E.*
**Job-PAK. Job Placement Assistance Kit. Targeting Employment Series. Special Publication No. 59A.**
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Spons Agency—Ohio Developmental Disabilities Planning Council, Columbus.
Pub Date—91
Contract—G008630446-88
Note—54p.; For a related guide, see CE 058 038.
Available from—Publications, Center on Education and Training for Employment, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. SN59A: $10.00; related videocassette, SN59B: $25.00; both pieces, SN59: $30.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Career Education, *Disabilities, Employment Practices, *Job Placement, *Job Search Methods, *Marketing, Material Development, Pamphlets, Publicity, *Public Relations, Youth
Identifiers—Targeted Jobs Tax Credit
This packet of materials contains the pieces needed to create brochures, flyers, and handouts to market the abilities of persons with disabilities to potential employers. A "how to" section includes a glossary, instructions for reproducing brochures, tips for working with the media, and ideas and suggestions for using the videocassette, "Discovering an Untapped Work Force." Camera-ready artwork is provided for the following items: an introductory brochure for employers; a brochure for employers to share with coworkers of the newly hired person with a disability; handouts for employers about private industry councils, Association for Retarded Citizens' National Employment and Training Program, and Targeted Jobs Tax Credit (TJTC); handouts for employers suggesting ways they can use public service announcements; and a TJTC guide for employers to use to obtain tax credits. The TJTC guide includes sample forms and information to help employers take advantage of any tax credits available. Camera-ready "Targeting Employment" logos in assorted sizes are also provided. Each piece of camera-ready copy has information on the reverse side explaining what the piece is, how it may be used, and which (if any) pieces must go with it to create the final product. (YLB)

**ED 332 033**      **CE 058 038**
*Izzo, Margo Vreeburg Shumate, Katherine E.*
**NetWORK for Effective Transitions to Work. A Transition Coordinator's Handbook. Targeting Employment Series.**
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
Pub Date—91
Contract—G008630446-88
Note—313p.; For a related report, see CE 058 037.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Administrator Role, Agency Role,

Coordination, *Coordinators, *Disabilities, *Education Work Relationship, Guides, High Schools, *Individualized Education Programs, Parent Role, Public Agencies, Student Role, Teacher Role, *Team Training, Teamwork, Vocational Education
Identifiers—Ohio
This handbook is designed as a tool and resource document for school and agency personnel involved in the school-to-work transition of persons with disabilities. It includes forms, checklists, and sample documents. After a brief overview describing why transition has become a national priority, an individualized 4-year transition process is presented. This process uses both an Individualized Education Plan and an Individualized Transition Plan. It is recommended that school and agency personnel plan and coordinate services by using the Individualized Transition Planning and Record Sheet. Since a variety of school and agency personnel often have a role in the transition planning process, the roles and responsibilities of each potential participant –students, parents, school and agency personnel and employers–are described and discussed. Given the multitude of personnel involved in a smooth transition process, a section on team building discusses ways to assemble teams initially, develop interagency agreements, and work together to eliminate gaps in services so youth experience an effective transition process that results in employment. Twenty-two references and a glossary are provided, followed by these appendixes: Ohio Cooperative Agreement for Supported Employment; camera-ready masters; charts of organization service areas; outlines of legislation affecting transition; transparency masters; and capsule descriptions of exemplary transition programs. (YLB)

**ED 332 034**      **CE 058 039**
*Norton, Lee Simms, Brian*
**The Status of Correctional Education in the United States. A Report of the 1987 Annual Survey of State Directors of Correctional Education.**
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date—88
Note—34p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Characteristics, Administrators, Adult Basic Education, *Correctional Education, *Correctional Institutions, Costs, Educational Finance, Educational Research, Financial Support, High School Equivalency Programs, *Institutional Administration, National Surveys, Postsecondary Education, Secondary Education, Vocational Education
The 1987 annual survey of the state directors of correctional education was designed to gain basic information about correctional education programs provided in the adult and juvenile correctional systems in each state. Of the 82 adult, juvenile, and consolidated state correctional systems in the United States, 49 responded. Additional data were collected from the 1987 American Correctional Association Directory. Statistical procedures determined that the sample was representative of the total population of correctional systems. The two main findings on administrative structure and personnel were that 52 percent were administered through a state department of corrections and most state directors were middle-aged males with long tenure in their positions. Highlights of findings on type and extent of programs provided showed that: General Educational Development test preparation was the only educational program offered to a uniformly high degree across all types of correctional systems; adult correctional systems provided adult basic education at 84 percent of their institutions; and the average percentage of inmate enrollment in the majority of educational programs was low. Among the findings on financial resources were that the average starting salary for an instructor was $19,667 and that juvenile correctional systems spent a much greater amount of money per inmate. (The instrument is appended.) (YLB)

**ED 332 035**      **CE 058 042**
*Smith, Clifton L.*
**An Examination of Postsecondary (Junior and Community Colleges) Marketing and Mid-Management Curriculums. Final Report.**
Missouri Univ., Columbia.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Vocational and Adult Education.
Pub Date—30 Jun 88
Note—45p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Education, *Articulation (Education), Associate Degrees, College School Cooperation, Curriculum Design, Curriculum Development, Distributive Education, Educational Mobility, *Guidelines, *Marketing, *Middle Management, Program Content, Secondary Education, Statewide Planning, *Two Year Colleges
Identifiers—Missouri
A study examined Missouri postsecondary marketing and midmanagement curricula to determine consistencies and inconsistencies among the programs and to develop specific guidelines for articulation between secondary and postsecondary programs. Postsecondary marketing and midmanagement information–program requirements, course descriptions and outlines, and course hour or credit allocations–were collected and analyzed. Major differences noted in institutions offering a marketing or midmanagement program leading to the degree of Associate of Applied Science were in program title, program requirements, required courses for degree, course credit hours, and internship requirement. Curriculum and articulation guidelines were collected from other states. In general, articulation programs were based on one of two models: time-shortened or advanced-skills. Recommended guidelines for postsecondary marketing and midmanagement programs were developed, calling for uniform program titles, program descriptions, program lengths, delivery models, and internship/simulation experience requirements. Recommended guidelines were developed for articulation of students enrolled in secondary marketing education programs into postsecondary programs. (Following the report are seven appendixes containing a course/institution matrix, summaries of two Wisconsin articulation plans, an articulation flow chart, and other project materials. An explanation of procedures, a list of 12 references, and a glossary are also included. (YLB)

**ED 332 036**      **CE 058 051**
*Meyer, Earl C.*
**Strategies for Developing the Affective Work Competencies of Marketing Education Students.**
Pub Date—[88]
Note—18p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, Affective Objectives, Attitude Change, Classroom Techniques, *Distributive Education, Emotional Development, Experiential Learning, Higher Education, *Human Relations, Instructor Coordinators, Interpersonal Relationship, *Marketing, *Self Concept, Skill Development, Teaching Methods, *Work Attitudes
Affective strategies for developing the affective work competencies of marketing education students include teaching procedures, acquisition of skills and materials for teaching in the affective domain, and implementation considerations. Affective concerns in marketing can be grouped into three broad types of performance categories–self-concept, human relations skills, and work attitudes. Techniques for self-concept development include opportunities to overcome feared situations, goal setting techniques, positive affirmations, and positive social reinforcement. Procedures for developing human relations skills are role playing, behavior modeling, and coaching. Procedures for developing work attitudes include self-evaluation, discrimination activities, controlled practice, and experiential opportunities. Teacher coordinators who need to acquire the skills and materials to assist student development in the affective domain can acquire them through independent efforts, ranging from personal research and experimentation to participation in commercial self-improvement programs. Successful implementation of the affective curriculum requires that instruction be designed with specific outcomes in mind. Key factors include the following: (1) developmental activities should be spread throughout the program; (2) the teacher coordinator's attitude toward the affective domain is most critical; and (3) evaluation of progress should be measured by observations in the workplace. (22 resources and references) (YLB)

**ED 332 037**      **CE 058 052**

*Reinhard, Michelle L. Rinehart*
**Improving Parenting Skills of Incarcerated Males in a Community Correctional Center.**
Pub Date—91
Note—68p.; Ed.D. practicum report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Correctional Education, Correctional Institutions, *Correctional Rehabilitation, Family Relationship, Institutionalized Persons, *Library Collection Development, Library Collections, *Males, Parent Child Relationship, *Parenting Skills, Program Effectiveness, *Program Implementation, Seminars, Workshops

A practicum was designed to ease the transition of the male inmate back to his family and his role as father. It was a response to the failure of the corrections system to assist inmates placed in the Community Correctional Center in a county of a southern state in participating in beneficial activities and reestablishing positive ties with family and friends before their releases. Findings from a literature review, interviews with inmates, and a needs assessment indicated that inmates wished to strengthen and/or develop skills that would assist them in becoming more effective parents. Four seminars consisting of four workshops each were offered. Each workshop focused on one topic. Topics were determined by a nonstandardized preevaluation on which inmates indicated areas of need in their parenting skills knowledge. Of 32 inmates who enrolled in the four seminars, 31 completed them. Topics covered in the various seminars included family relationships; stress management; communication skills; children and school; learning problems; and health, safety, and first aid. A parenting library was established for inmate use. Ninety selections were made available to inmates. Inmates' comments on the post-evaluations were very positive. (Appendixes include 19 references, instruments, survey results, and lists of selections in the library.) (YLB)

**ED 332 038**     CE 058 053
*Moore, Richard W.  Kuchinke, Klaus Peter*
**The Role and Quality of Proprietary Schools: Minnesota Students' Perspectives.**
Spons Agency—Minnesota Association of Private Postsecondary Schools.; Minnesota Higher Education Coordinating Board, St. Paul.; Training Research Corp., Santa Monica, CA.
Pub Date—7 Apr 91
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decision Making, Educational Quality, Educational Research, *Participant Satisfaction, Postsecondary Education, *Proprietary Schools, *School Choice, State Surveys, *Student Attitudes, Student Characteristics, *Vocational Education
Identifiers—*Minnesota

A study surveyed 4,400 students enrolled in 24 of the 26 private career schools who were members of the Minnesota Association of Private Postsecondary Schools in January 1990. A questionnaire gathered demographic data on students, information on how they came to choose the school and program, and students' assessment of the quality of the training and services they received. Analysis of the data revealed that a majority of students were women, white, beyond the typical college-going age, single, and high school graduates. Students rejected other types of institutions because they thought the quality of programs offered was poor, the program was too long, or the institution did not offer a program in a field of interest. The primary reason students chose a particular school was its reputation for job placement. Students indicated they would recommend the school to a friend. Over 70 percent were satisfied with admissions, their programs, facility and equipment, and job placement assistance. Few student characteristics were significantly associated with satisfaction with school. Differences among students enrolled in schools accredited by the three major accrediting bodies—National Association of Trade and Technical Schools, Association of Independent Colleges and Schools, and National Accrediting Commission of Cosmetology Arts and Sciences—were identified. (10 references) (YLB)

**ED 332 039**     CE 058 054
*Berg, M. J. M. van den*
**Organizational Culture in Adult Basic Education in the Netherlands.**
Pub Date—Mar 91
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Organization, Administrator Role, *Administrators, *Adult Basic Education, Culture, Developed Nations, *Educational Environment, Educational Research, Foreign Countries, Goal Orientation, *Interprofessional Relationship, *Organizational Climate, *Organizational Objectives, Teacher Administrator Relationship
Identifiers—*Netherlands

Recent legislation on adult basic education (ABE) in the Netherlands has two important aims: to offer one uniform organizational financial structure and to improve educational quality. ABE institutes have concentrated on restructuring the organization and merging the precursors. The change in structure is supported by a change in organizational culture with a focus on substance and innovation. A review of the social construction and reconstruction of school culture distinguishes at least three domains: the functioning of the principal; the nature and degree of goal consensus; and the nature of professional relations in the team. A study examined current practices in 17 institutes for ABE. The research instruments used were indepth interviews, document analysis, and observations. The new principal was found to play a crucial role in bringing together the precursors and in introducing and implementing curricular innovations. Some principals had a "second" leader in the form of dual management. The nature of the courses offered by the institute had an impact on goal consensus. Most institutes offered a broad range of courses for various target groups. Problems in fostering professional cooperation were lack of contact among teachers and failure to involve teachers in policy matters and issues concerning course content. (16 references) (YLB)

**ED 332 040**     CE 058 055
*Heath-Camp, Betty  Camp, William G.*
**A National Survey of the Experiences of Beginning Vocational Teachers.**
National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Apr 91
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991). For related documents, see ED 303 628, ED 312 501, ED 328 747-749, and CE 058 056.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Educational Research, Helping Relationship, Higher Education, Inservice Teacher Education, Mentors, National Surveys, *Needs Assessment, Secondary Education, *Teacher Attitudes, Teacher Certification, Teacher Supervision, Teaching Experience, Vocational Education, *Vocational Education Teachers

A national mail survey examined the experiences of beginning vocational teachers. The survey had three sections: demographics, a list of assistance items, and a list of events. The latter two sections had two scales: frequency of occurrence and degree of impact. The survey sought to determine the kinds of induction assistance that beginning vocational teachers perceived they needed and to compare perceptions to what they actually received in their first year. Of a total sample of 625 teachers, 352 returned usable responses. The proportion involved in beginning teacher assistance programs was dismally low–only 25 percent. Slightly over half reported having a mentor or buddy teacher assigned. Involvement was higher among nonteacher education certified teachers than teacher education certified teachers. The most frequently reported form of assistance was feedback and evaluation from the principal; almost a quarter did not receive a curriculum guide for organizing a course they had never taught.

In general, the types of assistance that teachers regarded as important tended to be ones that are most frequently experienced. Positive experiences occurred much more frequently than negative experiences. Recommendations were that all beginning teachers be provided with curriculum guides and instructional materials; inservice programs be spread out over the year; and teachers be provided with released time for planning. (12 references) (YLB)

**ED 332 041**     CE 058 056
*Heath-Camp, Betty  Camp, William G.*
**Dynamics of the Induction Process for Beginning Vocational Teachers.**
National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Apr 91
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991). For related documents, see ED 303 628, ED 312 501, ED 328 747-749, and CE 058 055.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Case Studies, Educational Research, Helping Relationship, Higher Education, Inservice Teacher Education, Mentors, National Surveys, *Needs Assessment, Secondary Education, *Teacher Attitudes, Teacher Certification, Teacher Supervision, Teaching Experience, Vocational Education, *Vocational Education Teachers

A study investigated the nature, dynamics, and scope of the induction process for beginning vocational teachers. Ten purposefully selected groups of beginning vocational teachers from eight different states participated in nominal group technique sessions. Two groups were selected for intensive follow-up for case study. A mail survey of a stratified sample (n=625) of all first-year vocational teachers in the United States was conducted near the end of the 1989-90 school year; 352 usable responses were received. Findings from the qualitative research indicated that teacher education certified (TEC) teachers primarily noted problems related to students. Nonteacher education certified (NTEC) teachers tended to focus more on the facilities and materials. Case study analyses confirmed differences in the nature of problems faced by TEC and NTEC teachers. The positive experiences identified were focused predominantly on students; case study analyses confirmed the results. Findings from the national survey showed that (1) only 25 percent of respondents were involved in assistance programs but over half had a mentor or buddy teacher assigned; (2) two items with the highest perceived impact rating dealt with curriculum and availability of curriculum guides; and (3) assistance items rated as "major" impact were among the most frequently reported. Recommendations included assignment of a mentor or buddy, provision of curriculum guides, extra assistance for teachers taken from industry, and thorough orientation. (18 references) (YLB)

**ED 332 042**     CE 058 066
*Langenbach, Michael, Comp.*
**Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).**
Oklahoma Univ., Norman. Oklahoma Center for Continuing Education.
Pub Date—91
Note—338p.
Available from—Conference Services, University of Oklahoma, 1704 Asp Avenue, Norman, OK 73037 ($20.00).
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Access to Education, Acquired Immune Deficiency Syndrome, *Adult Education, *Adult Educators, Adult Learning, Adult Literacy, Business Administration, Continuing Education, Dislocated Workers, Educational Philosophy, *Educational Research, Experiential Learning, Females, Independent Study, Inservice Teacher Education, Labor Force Development, Learning Strategies, *Literacy Education, Managerial Occupations, Nonformal Education, Older Adults, Program Development, Retirement, Sex

Differences, Small Businesses, *Social Action, Social Change, Teacher Attitudes, Volunteers
Identifiers—Canada, South Africa
Papers in this volume include: "Retirement Learning" (Adair); "Effect of Literacy on Personal Income" (Blunt); "Popular Discourse Concerning Women and AIDS" (Boshier); "John Steinbeck's Learning Project" (Brockett); "Faculty Careers of Professors of Adult Education" (Caffarella); "Racism in Canada" (Carriere); "Perspectives on Program Planning in Adult Education" (Cervero, Wilson); "Inclusive Language and Perspective Transformation" (Coffman); "Impact of Critical Social Theory on Adult Education" (Collard, Law); "Assessing Adult Learning Strategies" (Conti, Fellenz); "Class Age Composition and Academic Achievement" (Darkenwald et al.); "Redesign of Continuing Education as a 'Practical Problem'" (Dirkx et al.); "Framework for Understanding Developmental Change among Older Adults" (Fisher); "Value of Literacy for Rural Elderly" (Freer); "Professional Women as Self-Assessing Adult Learners" (Greenland); "Democratizing Knowledge" (Group for Collaborative Inquiry); "Contributions of African American Women to Nonformal Education during the Civil Rights Movement" (Gyant); "Gender-Related Differences in Adult Classroom Behavior" (Hayes); "Investigations into the Human Phenomenon of Commitment" (Ilsley); "Early Human Resource Development Work" (Jacobson); "AFS Volunteer Resources Study" (Jones-Ilsley, Hansel); "Transformation and Self-Renewal at Midlife" (Karpiak); "Critical Analysis of 'Adult Education Quarterly'" (Kim); "Lindeman and the Meaning of Adult Education" (Long et al.); "Deconstruction and Its Implications for Adult Education" (Melichar, Lumpkin); "Learning from Life Experience" (Merriam, Clark); "Subjects as Partners" (Merrifield, White); "Phenomenological Investigation of Self-Will and Relationship to Achievement in African-American Women" (Peterson); "Knowles and the Mid-Century Shift in Philosophy of Adult Education" (Podeschi); "Exploring Chinese Conceptions of Learning and Teaching" (Pratt); "Shaping Literacy" (Quigley); "Analysis of Three Strategic Training Roles" (Redding); "Deterrents to Participation in Compensatory Adult Education in South Africa" (Reddy); "What Do Adult College Students Want in an Instructor?" (Ross-Gordon et al.); "Hilda Worthington Smith" (Saul, Bernhardt); "Education and Working Class Radicalism" (Schied); "Personal Transformation through Participation in Social Action" (Scott); "Gender Differences in Faculty Perceptions of Academic Career Enhancers and Barriers" (Simpson); "Forgotten Adult Educators" (Smith); "Return to History" (Stein); "Sketches of the Landscape" (Warren); "Examining the Relationship between Pragmatism and Social Action in American Adult Education" (Wilson); and "Adult Education Movement in the 1950s" (Zacharakis-Jutz). (YLB)

**ED 332 043**                      CE 058 067
*Bhola, H. S.*
**Organizing Adult Education for All.**
Pub Date—5 May 91
Note—49p.; Background document for the International Symposium on the Questions of Organizational and Institutional Arrangements for the Delivery of Adult Education (Osaka, Japan, July 1-6, 1991).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Cultural Context, *Delivery Systems, *Economic Development, Foreign Countries, International Cooperation, Literature Reviews, *Models, National Programs, *Organization, *Organizational Development, Program Design, Program Development, Program Implementation, Public Policy
Organizing adult education must be done within the context of development policy. Cultural filters should be used in considering theory and research knowledge. A sensitive use of cultural filters also applies to learning from practice. An assumption is that there should be interfacing and interlinking structures of primary education and adult education. At the other end are innovations in organizational structures, including some micro-institutional arrangements; some important organizational themes; and examples of total systems of institutional arrangements to deliver adult education services on a national scale. An agenda for action has organizational tasks intended to achieve institution building and organizational design and develop-

ment. Ideology and technology are the two dimensions of the model. Operational steps to develop an organizational system to deliver adult education include: (1) establishing a National Adult Education Council; (2) developing a national mission; (3) surveying adult education; (4) making sociogeographic maps; (5) developing the blueprint for a comprehensive organizational network; (6) socially mobilizing resources; (7) providing technical and professional leadership and support; (8) developing organizational capacity building through training; (9) developing and deploying resources; and (10) developing and sustaining political will. (74 references) (YLB)

**ED 332 044**                      CE 058 091
*Coulson-Thomas, Colin J.*
**Human Resource Development for International Operation.**
Adaptation Ltd., London (England).
Spons Agency—Surrey Univ. (England). Surrey European Management School.
Report No.—ISBN-0-9516900-1-9
Pub Date—90
Note—52p.
Available from—Adaptation Ltd., Rathgar House, 237 Baring Road, Grove Park, London SE12 0BE, England, United Kingdom (15.00 pounds).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Education, Administrator Qualifications, *Business Administration Education, Corporate Education, *Employer Attitudes, Foreign Countries, Global Approach, Graduate Study, Higher Education, International Programs, *International Trade, *Labor Force Development, Leadership Training, *Management Development, Masters Degrees, Surveys
Identifiers—Europe, *United Kingdom
A 1990 questionnaire and interview survey identified requirements for programs and courses relating to human resource development for international operation. The survey was designed to seek the views of United Kingdom (UK) and European and international companies, professional associations, and accounting firms. Of 540 organizations, 91 returned usable surveys. Organizations reported that "creating a more flexible and responsive organization" was the key human resource issue. Non-UK organizations ranked "Europeanization" and "internationalization" significantly more highly. The most important quality sought in members of a senior management team was "strategic awareness." Organizations cited marketing, business policy, and corporate planning as the subject areas in which a European element should be most significant. Education and development at the executive program level for senior management and directors ranked highest in importance. The most relevant modes of study were "tailored company-specific programs" with a "project component" and "in-company delivery." Human resources and marketing were the two most important "core subjects" of a Master's in Business Administration (MBA) program. In two-thirds of the cases, the employer took the initiative regarding participation in MBA programs. European and/or international awareness and perspective were developed through experience rather than through formal training. (The instrument is appended.) (YLB)

**ED 332 045**                      CE 058 093
*Barton, David  Hamilton, Mary E.*
**Researching Literacy in Industrialised Countries: Trends and Prospects. UIE Reports 2.**
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Spons Agency—Commission des Communautes Europeennes (Luxembourg).
Pub Date—90
Note—65p.; Paper commissioned for the European Conference of Directors of Educational Research Institutions (6th, Bled, Yugoslavia, October 9-12, 1990).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, *Adult Literacy, *Developed Nations, Educational Development, *Educational Research, Foreign Countries, Industrialization, Models, National Programs, Needs Assessment, Public Policy, Research Methodology, Research Needs, *Trend Analysis
Influences upon trends in literacy research include national and international agendas, active net-

works, and public images of literacy. Five trends in literacy research can be discerned. The first trend is research that tries to determine the extent of difficulties with literacy and its causes. Another trend is a shift in views and definitions of literacy toward a "social view." Third, a trend toward developing models of literacy learning appropriate for adults is noticeable. The fourth trend is an appreciation of the diversity of needs for literacy within the populations of industrialized countries and the development of flexible types of provision to meet these needs. A fifth trend is toward seeing literacy within the broader framework of language policy within a country and investigating the accessibility of contemporary language. Appropriate prerequisites for adult literacy research are examination of links between research and practice, an interdisciplinary approach, and international networks. (Appendixes include 129 references, examples of international and national agendas for literacy, summaries of methods and results of selected literacy surveys, and information on an exchange network on functional literacy in industrialized countries. An abstract in French is provided.) (YLB)

**ED 332 046**                      CE 058 097
*Harden, Thomas K.*
**What Research Should Be Done in Technology Education To Advance the Profession in Areas of Philosophy and Curriculum?**
Pub Date—Oct 89
Note—20p.; Paper presented at the Mississippi Valley Industrial Teacher Education Conference (76th, Chicago, IL, October 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Development, *Educational Philosophy, Educational Research, Industry, Literature Reviews, Needs Assessment, Postsecondary Education, Research Design, Research Methodology, *Research Needs, Secondary Education, *Technology
Identifiers—*Technology Education
New and continued research is needed to advance technology education in the areas of philosophy and curriculum. The literature indicates differing philosophical camps as one of the most frequently cited conflicts in technology education. A challenge in the move to technology is the need to define technology education in a consistent, concise manner. Although the Jackson's Mill Industrial Arts Curriculum Theory document is being effectively disseminated, the past practice of discovering industry practices and developing and teaching a curriculum to emulate these practices continues. Research needs include improved research methods, focus on topics of significance to the field, a common direction or set of recognized priorities, and a cumulative research base. The research focus on the practice of teaching rather than on technology and industry may be the source of the primary problem. Topics for future research include resolution of differences of opinion regarding major goals of technology education; bridging of the gap between goals of leaders in technology education and of practitioners; measurement of technological literacy; the value of technology education; provision of adequate teacher inservice; motivation of teachers to implement technology education; effect of the status of the global economy on technology education; cooperation among researchers; and identification of research agendas. (10 references) (YLB)

**ED 332 047**                      CE 058 098
**Model Learner Outcomes for Agriculture/Agribusiness Education.**
Minnesota State Dept. of Education, St. Paul.
Pub Date—89
Note—82p.
Available from—Minnesota Curriculum Services Center, 70 West County Road B2, Little Canada, MN 55117 ($5.50 in state, $8.00 out of state).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Agribusiness, *Agricultural Education, Agricultural Engineering, Agricultural Production, Agricultural Supplies, Agricultural Supply Occupations, *Behavioral Objectives, Crop Processing Occupations, *Curriculum Development, Educational Philosophy, Farm Occupations, Forestry, High Schools, Horticulture, Natural Resources, Off Farm Agricultural Occupations, Sales Occupations, State Standards, *Student Educational Objectives

Identifiers—Minnesota

Chapter 1 of this document contains sets of statements adopted by the Minnesota State Board of Education or Minnesota State Legislature. They represent the hierarchy used by Department of Education staff to develop model learner outcomes for each subject area. Contents include learner values, education system values, philosophy of education, mission statements, and learner goals. Chapter 2 discusses goals of agriculture/agribusiness education. Chapter 3 lists learner outcomes that a student should be able to demonstrate as a result of participating in a grade 9-12 agricultural program. It provides outcomes common to all programs and suggests that they be the core learner outcomes for all program areas in agriculture. Outcomes are presented for the following areas: mechanics occupations; products processing and marketing occupations; supplies and service occupations; forest management occupations; horticulture occupations; natural resource management occupations; and production agriculture. Each area identifies knowledge and process outcomes. Each learner outcome is keyed to the learner goals in chapter 1 and is referenced to the cognitive, psychomotor, and affective development domains. Outcomes that focus on multicultural, gender fair, and international/global concept development are coded to indicate this emphasis. Chapter 4 explains how to transpose these learner outcomes into a local district curriculum. Curriculum development forms with instructions and eight references are provided. (YLB)

**ED 332 048**          **CE 058 099**
*Rogers, Cheryl, Ed. And Others*
**Model Learner Outcomes for Home Economics Education.**
Minnesota State Dept. of Education, St. Paul.
Pub Date—May 87
Note—77p.
Available from—Minnesota Curriculum Services Center, 70 West County Road B2, Little Canada, MN 55117 ($5.50 in state, $8.00 out of state).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Behavioral Objectives, Career Education, Child Development, Clothing Instruction, Consumer Education, *Curriculum Development, Educational Philosophy, Family Life Education, Foods Instruction, *Home Economics, Home Management, Housing, Nutrition Instruction, Parenthood Education, Secondary Education, State Standards, *Student Educational Objectives, Technology, Textiles Instruction
Identifiers—Minnesota

Chapter 1 of this document contains sets of statements adopted by either the Minnesota State Board of Education or the Minnesota State Legislature. They represent the hierarchy used by Department of Education staff as they develop model learner outcomes for each subject area. Contents include learner values, education system values, philosophy for learning in the public schools, philosophy for the public education system, mission statements, and learner goals. Chapter 2 discusses the role and purpose of home economics education. Chapter 3 (which has been included in its revised 1989 form) provides a listing of home economics education model learner outcomes to be achieved by students by the time they graduate. Outcomes are presented for the following areas: family life; child development and parenting; consumer food and nutrition; consumer housing; consumer textiles and clothing; home and family resource management; work/career; and technology. Each area identifies knowledge and process outcomes. Each learner outcome is keyed to the learner goals in chapter 1 and is referenced to the cognitive, psychomotor, and affective development domains. Outcomes that focus on multicultural, gender fair, and international/global concept development are coded to indicate this emphasis. Chapter 4 explains how to transpose these learner outcomes into a local district curriculum. Four curriculum development forms with instructions are provided, and 10 references are attached. (YLB)

**ED 332 049**          **CE 058 103**
**Business Education Curriculum Standards K-12. Revised.**
Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.
Pub Date—Oct 90
Note—236p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Accounting, Behavioral Objectives, Bookkeeping, Business Administration, Business Communication, *Business Education, Computer Oriented Programs, Cooperative Education, *Course Content, *Data Processing, Economics, Elementary Secondary Education, Entrepreneurship, Entry Workers, Information Processing, Job Skills, *Keyboarding (Data Entry), Managerial Occupations, Mathematics Instruction, Office Automation, Office Management, Office Occupations Education, Program Content, Programing, Recordkeeping, Small Businesses, *State Standards, Word Processing
Identifiers—Business Law, Business Mathematics, Delaware

These State Curriculum Standards for Business Education are designed for use by school district administrators and teachers in developing local business education programs. The first section shows a cross-reference of new courses and programs to existing courses and programs in Delaware. Course descriptions that identify the title, length, and general description of each course/program follow. The second section lists business education curriculum standards for grades 7-8 and 9-12. One course, Elementary Keyboarding, addresses standards for grades K-8. Each set of standards includes a program objective that describes the area of instruction correlated with indications of what the student will be expected to do in these instructional areas. The 43 courses/programs include principles of business; business administration and management; business economics; international business management; business law; accounting; bookkeeping; recordkeeping; business math; computer operations and services; data entry; programming with business applications; introduction to computer and information technology, business computer software applications; program design and development; operating systems/networking; financial information processing; banking applications; business communications; applied business mathematics; specialized information processing; keyboarding; work processing; and spreadsheet management. (YLB)

**ED 332 050**          **CE 058 104**
**Vocational Home Economics Education. Curriculum Standards K-12. Revised.**
Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.
Pub Date—Oct 90
Note—162p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Behavioral Objectives, Career Education, Child Development, Child Rearing, Clothing Instruction, *Consumer Education, *Course Content, Day Care, *Decision Making Skills, Elementary Secondary Education, Entry Workers, Family Health, Family Life Education, Food, Food Processing Occupations, Food Service, *Home Economics, Home Furnishings, Homemaking Skills, Home Management, Housing, Job Skills, *Occupational Home Economics, Parenthood Education, Program Content, *State Standards, Textiles Instruction
Identifiers—Delaware

These State Curriculum Standards for Vocational Home Economics Education combine vocational home economics content with the development of decision-making skills in solving real life problems. They offer students the opportunity to study the home and family, develop entry-level job skills, and learn higher order thinking skills. The curriculum standards are categorized into consumer and homemaking education and occupational home economics. Consumer and homemaking education is further divided into comprehensive consumer and homemaking education (levels I-III); child development, care, and guidance; clothing and textiles (levels I-III and special needs); consumer education (levels I-III); exploratory homemaking; family/individual health; family living and parenthood education; food and nutrition (levels I-III); home management (levels I-II); and housing, home furnishings, and equipment. Occupational home economics is divided into child care and guidance management and services (levels I-III); clothing, apparel, and textiles management, production, and services (exploratory, levels I-III); food production, management, and services (levels I-III); and food service (levels I-II). A brief description of the instructional program is provided. Areas in which the program will provide instruction are correlated with expectations for students. (YLB)

**ED 332 051**          **CE 058 106**
*White, Joyce  Norton, Mary*
**Whole Language: A Framework for Thinking about Literacy Work with Adults.**
National Literacy Secretariat, Ottawa (Ontario).
Pub Date—May 91
Note—42p.
Language—English; French
Pub Type— Opinion Papers (120) — Multilingual/-Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Students, Educational Needs, Foreign Countries, *Language Acquisition, *Literacy Education, Reading Instruction, *Student Attitudes, Teaching Methods, *Whole Language Approach
Identifiers—*Canada

This paper describes the whole language approach to literacy education in the context of teaching adults. Information is drawn from literature and from interviews with teachers and literacy students. Topics covered include the following: whole language–a framework, learning language, learning through language, learning about language, what people said, people learning together, and learning how to be a whole language educator. Challenges for the whole language method are suggested. Three appendixes contain: (1) a discussion of providing adult literacy education in Canada; (2) acknowledgement of people quoted in the paper; and (3) views about reading and writing. A 16-item bibliography is provided. The French version of the paper is also included. (KC)

**ED 332 052**          **CE 058 111**
**Not Aid. Cooperation. European Congress on Continuing Education and Training (3rd, Berlin, Federal Republic of Germany, March 14-15, 1991).**
European Centre for the Development of Vocational Training, Berlin (West Germany).
Pub Date—Jun 91
Note—13p.
Journal Cit—CEDEFOP Flash; n1 Jun 1991
Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Continuing Education, *Educational Cooperation, *Educational Trends, Foreign Countries, Futures (of Society), *International Relations, *Job Training, Postsecondary Education
Identifiers—*Europe

A congress on continuing education and training attended by participants from more than 20 Eastern and Western European countries is summarized in this document. Topics discussed at the plenary sessions, panel discussions, and nine workshops included the following: cooperation between Eastern and Western Europe; the role of the social partners in continuing education and training; continuing education for managers; new objectives and tasks for trainers; employment and training projects for unskilled and semiskilled workers; qualification strategies for women; continuing education at the regional and local level; work, the ecological crisis, and continuing education; cooperation between Eastern and Western companies; and continuing education and training without frontiers. (KC)

**ED 332 053**          **CE 058 118**
*Molek, Carol  Goss, Barbara*
**The Parent/Student Study Skills Connection.**
TIU Adult Education and Job Training Center, Lewistown, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
Pub Date—18 Jun 90
Note—284p.; Project no. 98-0040.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Adult Basic Education, Assertiveness, Communication Skills, Curriculum Development, Elementary Education, Learning Activities, Learning Strategies, Listening Skills, *Parent Education, *Study Skills, *Test Wiseness, *Time Management

This document describes how an adult basic education (ABE) program in Pennsylvania conducted a study skills training course to teach 54 parents how to help their school-age children with their homework. Parents also participated in informal follow-up throughout the school year. Evaluation of

the program showed that it was successful both from the attitudes of participants and by their advancement in the ABE program. The curriculum contains 84 activities that cover the following topics: time management, communication skills, listening skills, assertiveness, classroom success, following directions, taking notes, study skills, test-taking techniques, essay tests, multiple-choice tests, and tips on learning. Activities include information sheets, checklists, and exercises. (KC)

**ED 332 054**          CE 058 523
**What Work Requires of Schools. A SCANS Report for America 2000.**
Department of Labor, Washington, DC. Secretary's Commission on Achieving Necessary Skills.
Pub Date—Jun 91
Note—60p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, Career Education, Competence, Educational Responsibility, *Employment Potential, Futures (of Society), Individual Characteristics, Interpersonal Relationship, *Job Performance, *Job Skills, *Labor Force Development, Outcomes of Education, *Role of Education, Secondary Education, Standards, Thinking Skills, Vocational Education
Identifiers—*America 2000
    The Secretary's Commission on Achieving Necessary Skills (SCANS) examined the demands of the workplace and whether young people were capable of meeting those demands. Specifically, SCANS determined the level of skills required to enter employment. Fundamental changes in the nature of work were identified; these changes were found to hold implications for the kinds of workers and workplaces the nation must create. The research verified that "workplace know-how" defined effective job performance. This know-how had two elements: competencies and foundation skills. To describe how this know-how is used on the job, five scenarios were developed that portray work requirements in the context of the real world. The scenarios came from five sectors of the economy: manufacturing, health services, retail trade, accommodations and food service, and office services. They showed that work involved a complex interplay among five competencies (resources, interpersonal, information, systems, and technology) and three elements of the foundation (basic skills, thinking skills, and personal qualities). A proficiency scale with five levels was proposed: preparatory, work-ready, intermediate, advanced, and specialist. Three major conclusions were reached: (1) all U.S. high school students must develop the competencies and foundation skills; (2) the high performance qualities of the most competitive companies must become the standard for most companies; and (3) the nation's schools must become high performance organizations. (A letter to parents, employers, and educators and an executive summary are provided. Appendixes include definitions of the competencies and the foundation.) (YLB)

# CG

**ED 332 055**          CG 020 482
*Abbey, Nancy  Wagman, Ellen*
**Saying No to Tobacco: A Teacher's Guide.**
Report No.—ISBN-0-941816-38-9
Pub Date—87
Note—75p.; For other books in this series, see CG 020 483-490.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($11.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Behavior Modification, Cognitive Restructuring, Drug Abuse, Health Education, Intermediate Grades, Junior High Schools, Junior High School Students, Peer Influence, *Preadolescents, *Prevention, *Smoking, *Tobacco
    This teacher's guide is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The guide provides teachers with a struc-

tured sequence of classroom activities to augment the information and skills presented in the interactive and informational books about tobacco. The goal of books and curriculum is to prevent tobacco use by preadolescents. A reading component suggests options for having students read the interactive and/or informational books about tobacco. Nine 45-minute lesson plans are included for students to participate in after having read the books. Each lesson consists of activities in which refusal skills are taught, modeled, and practiced. Homework assignments and review quizzes are included to help students internalize information and skills. Also included are a curriculum outline, curriculum alternatives, background information about tobacco, and a discussion of the cognitive-behavioral approach taken in the series. The appendix contains instructions for implementing a substance unit covering all three topics of tobacco, alcohol, and marijuana, and suggests ways to integrate the reading components for alcohol and marijuana in the 9-day series of lesson plans. (NB)

**ED 332 056**          CG 020 483
*Stronck, David R.*
**Tobacco: The Real Story. It's Your Choice.**
Report No.—ISBN-0-941816-34-6
Pub Date—87
Note—35p.; For other books in this series, see CG 020 482-490.
Available from—Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($2.95; discounts for quantity).
Pub Type— Reports - General (140) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Decision Making, *Drug Abuse, Health Education, Instructional Materials, Intermediate Grades, Junior High Schools, Junior High School Students, *Preadolescents, Prevention, *Smoking, *Student Responsibility, *Tobacco
    This informational book on tobacco is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The goal of this book and the accompanying interactive book and teacher guide is to prevent tobacco use by preadolescents. This book discusses the physical and psychological effects of smoking and chewing tobacco and explains why young people should avoid the use of tobacco products. It tells what is wrong with tobacco, gives reasons why some adults say they smoke, explains the meaning of addiction, tells why some people quit smoking, and discusses health problems from tobacco. It explains why some young people start to smoke or use tobacco products, considers tobacco and advertising, notes that many young people never want to start smoking, and describes how people begin to smoke. The book concludes by explaining to students that the decision to smoke is their decision and that they have a choice. (NB)

**ED 332 057**          CG 020 484
*DeVault, Christine  Strong, Bryan*
**Danny's Dilemma. It's Your Choice!**
Report No.—ISBN-0-941816-31-1
Pub Date—87
Note—83p.; For related documents, see CG 020 482-490.
Available from—Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($3.95; discounts for quantity).
Pub Type— Creative Works (030) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Decision Making, Fiction, Health Education, Instructional Materials, Intermediate Grades, Junior High Schools, *Peer Influence, *Preadolescents, *Prevention, *Smoking, Student Responsibility, *Tobacco
    This interactive book on tobacco is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The goal of this book and the accompanying informational book and teacher guide is to prevent tobacco use by preadolescents. In the beginning of the story, students learn about the main characters.

After that, the story depends on the reader, who makes decisions about smoking for the main character. The readers' choices will take them to different parts of the book where they will discover what happened as a result of their decision. Readers continue to make choices until they reach the end of the book. When one story is finished, readers can go back and read the story again, this time making different choices and causing different consequences. (NB)

**ED 332 058**          CG 020 485
*Abbey, Nancy  Wagman, Ellen*
**Saying No to Alcohol.**
Report No.—ISBN-0-941816-37-0
Pub Date—87
Note—75p.; For other books in this series, see CG 020 482-490.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($11.95; discounts for quantity).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Alcoholic Beverages, Behavior Modification, Cognitive Restructuring, *Drinking, Drug Abuse, Health Education, Intermediate Grades, Junior High Schools, Peer Influence, *Preadolescents, *Prevention, *Teaching Guides
    This teacher guide is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The guide provides teachers with a structured sequence of classroom activities to augment the information and skills presented in the interactive and informational books about alcohol. The goal of the books and the curriculum is to prevent alcohol use by preadolescents. A reading component suggests options for having students read the interactive and/or informational books about alcohol. Nine 45-minute lesson plans are included for students to participate in after having read the books. Each lesson consists of activities in which refusal skills are taught, modeled, and practiced. Homework assignments and review quizzes are included to help students internalize information and skills. Also included are a curriculum outline, curriculum alternatives, background information about alcohol, and a discussion of the cognitive-behavioral approach taken in the series. The appendix contains instructions for implementing a substance abuse unit covering all three topics of tobacco, alcohol, and marijuana, and suggests ways to integrate the reading components for tobacco and marijuana in the 9-day lesson plan. (NB)

**ED 332 059**          CG 020 486
*Stronck, David R.*
**Alcohol: The Real Story. It's Your Choice.**
Report No.—ISBN-0-941816-35-4
Pub Date—87
Note—36p.; For other books in this series, see CG 020 482-490.
Available from—Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($2.95; discounts for quantity).
Pub Type— Reports - General (140) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Alcoholic Beverages, *Decision Making, *Drinking, Fiction, Health Education, Instructional Materials, Intermediate Grades, Junior High Schools, Peer Influence, *Preadolescents, *Prevention, *Student Responsibility
    This informational book on alcohol is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The goal of this book and the accompanying interactive book and teacher guide is to prevent alcohol use by preadolescents. This book discusses the physical and psychological effects of alcohol and explains why young people should avoid drinking alcoholic beverages. It describes the trouble with alcohol, explains what an alcoholic drink is, discusses how many drinks make a person drunk, describes how alcohol can make a person feel, and discusses what alcohol can do to the body.

Next it considers who drinks alcohol and how much they drink, explains addiction to alcohol, discusses who may be an alcoholic, talks about adolescents who drink, and examines the cost of alcoholic problems. It explains why some young people are tempted to drink and notes that some teenagers never want to drink. Finally, it explains ways to say "no" to alcohol and reminds students that the decision to drink is their choice to make. (NB)

**ED 332 060**                    CG 020 487
*DeVault, Christine  Strong, Bryan*
**Serena's Secret. It's Your Choice!**
Report No.—ISBN-0-941816-32-X
Pub Date—87
Note—90p.; For other books in this series, see CG 020 482-490.
Available from—Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($3.95; discounts for quantity).
Pub Type— Creative Works (030) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alcoholic Beverages, *Decision Making, *Drinking, Fiction, Health Education, Instructional Materials, Intermediate Grades, Junior High Schools, Peer Influence, *Preadolescents, *Prevention, *Student Responsibility
This interactive book on alcohol is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The goal of this book and the accompanying informational book and teacher guide is to prevent alcohol use by preadolescents. In the beginning of the story, students learn about the main characters. After that, the story depends on the reader, who makes decisions about drinking for the main character. The readers' choices will take them to different parts of the book where they will discover what happened as a result of their decision. Readers continue to make choices until they reach the end of the book. When one story is finished, readers can go back and read the story again, this time making different choices and causing different consequences. (NB)

**ED 332 061**                    CG 020 488
*Abbey, Nancy  Wagman, Ellen*
**Saying No to Marijuana: A Teacher's Guide.**
Report No.—ISBN-0-941816-39-7
Pub Date—87
Note—75p.; For other books in this series, see CG 020 482-490.
Available from—Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($11.95; discounts for quantity).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Behavior Modification, Cognitive Restructuring, *Drug Abuse, Health Education, Intermediate Grades, Junior High Schools, *Marijuana, Peer Influence, *Preadolescents, *Prevention, *Teaching Guides
This teacher's guide is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The guide provides teachers with a structured sequence of classroom activities to augment the information and skills presented in the interactive and informational books about marijuana. The goal of books and curriculum is to prevent marijuana use by preadolescents. A reading component suggests options for having students read the interactive and/or informational books about marijuana. Nine 45-minute lesson plans are included for students to participate in after having read the books. Each lesson consists of activities in which refusal skills are taught, modeled, and practiced. Homework assignments and review quizzes are included to help students internalize information and skills. Also included are a curriculum outline, curriculum alternatives, background information about marijuana, and a discussion of the cognitive-behavioral approach taken in the series. The appendix contains instructions for implementing a substance abuse unit covering all three topics of tobacco, alcohol, and marijuana, and suggests ways to integrate the reading components for alcohol and marijuana in

the 9-day series of lesson plans. (NB)

**ED 332 062**                    CG 020 489
*Stronck, David R.*
**Marijuana: The Real Story. It's Your Choice!**
Report No.—ISBN-0-941816-36-2
Pub Date—87
Note—30p.; For other books in this series, see CG 020 482-290.
Available from—Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($2.95; discounts for quantity).
Pub Type— Reports - General (140) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Decision Making, *Drug Abuse, Health Education, Instructional Materials, Intermediate Grades, Junior High Schools, *Marijuana, Peer Influence, *Preadolescents, *Prevention, *Student Responsibility
This informational book on marijuana is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The goal of this book and the accompanying interactive book and teacher guide is to prevent marijuana use by preadolescents. This book provides information about the effect of marijuana on the body and about health problems that may result from using this drug. It describes what a drug is, considers prescription and other drugs, explains what marijuana is, and looks at illegal drugs and their use. Health problems resulting from marijuana use are described and examples are given of how some young people begin to use marijuana. It notes that most teenagers do not use marijuana and reminds students that the decision to use marijuana is their choice to make. (NB)

**ED 332 063**                    CG 020 490
*DeVault, Christine  Strong, Bryan*
**Christy's Chance: It's Your Choice!**
Report No.—ISBN-0-941816-33-8
Pub Date—87
Note—78p.; For other books in this series, see CG 020 482-489.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($3.95 discounts for quantity).
Pub Type— Creative Works (030) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Decision Making, *Drug Abuse, Fiction, Health Education, Instructional Materials, Intermediate Grades, Junior High Schools, *Marijuana, Peer Influence, *Preadolescents, *Prevention, Student Responsibility
This interactive book on marijuana is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The goal of this book and teacher guide is to prevent marijuana use by preadolescents. In the beginning of the story, students learn about the main characters. After that, the story depends on the reader, who makes decisions about using marijuana for the main character. The readers' choices will take them to different parts of the book where they will discover what happened as a result of their decisions. Readers continue to make choices until they reach the end of the book. When one story is finished, readers can go back and read the story again, this time making different choices and causing different consequences. (NB)

**ED 332 064**                    CG 022 013
*Gardner, Davis L., Ed.  Hoekelman, Margaret C., Ed.*
**Developing Leadership in Geriatric Education: An Annual Faculty Institute. Proceedings of the Summer Geriatric Institute (4th, Lexington, Kentucky, July 24-27, 1989).**
Ohio Valley Appalachia Regional Geriatric Education Center, Lexington, KY.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
Pub Date—Jul 89
Note—216p.

Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Aging (Individuals), *Educational Gerontology, *Geriatrics, Leadership
This document presents the proceedings of a conference on geriatric education. These papers are included: Promoting Healthy Aging: A Leadership Role for Geriatric Education; National Research Priorities in Aging; Aging with a Disability; Recent Advances in Clinical Strategies in Geriatric Education: The Role of the Geriatric Nurse in the Acute Care Setting; Interdisciplinary Geriatric Education: Implications for Educators; The Curved Bristle Toothbrush: Designed for Assisted Brushing; Evaluation of Nutritional Status of Nursing Home Residents; Characterization of Anorexia in Nursing Home Patients; Accidents, The Elderly, and The 'Golden Years'; Older Adults as Caregivers and Care Recipients; Development of an Instrument to Measure Serenity; Effectiveness of Leadership Style in a Small Group Sex Education Workshop for the Elderly; An Ethnographic Study of the Effects of Institutionalization on Social Integration in a Life Care Community; An Assessment of the Drug Therapy Education Needs of an Interdisciplinary Group Interested in the Elderly; A Model of a Community College/Nursing Home Partnership by Means of Instructional Television Fixed Services; An Approach to Teaching Stress Management for Gerontology Practice; Prolegomenon to the Study of Aging; Teaching Intercultural Attitudes to Aging Through Literature; Humor as an Innovative Method for Teaching Sensitive Subjects; Assessing the Curriculum Relative to Aging Content; Incorporating Geriatric and Gerontological Content into the Baccalaureate Nursing Curriculum; Faculty Retiree Development as a Resource for University/Community Collaboration; Fostering Interdisciplinary Collegiality in Gerontology through Summer Faculty Internships; A University/Community Partnership: Development of a Community Nursing Service; The Use of Popular Print Media Visuals To Dispel Common Negative Attitudes Toward Older Adults. Materials from nine workshops with objectives listed are included. (ABL)

**ED 332 065**                    CG 022 100
*Hufziger, Lynne*
**Comprehensive Career Guidance Program. A Guide for Program Development.**
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date—[89]
Note—123p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Career Development, *Career Guidance, Curriculum Guides, Elementary Secondary Education, Models, *School Guidance, *Student Needs
Identifiers—*South Carolina
This document presents South Carolina's Comprehensive Career Guidance Program for kindergarten through grade 12. The model presented provides a framework for local districts to use in evolving a program to meet the specific career development needs of their district's students. It attempts to organize, expand, and extend competency-based career development strategies, activities, and experiences to assist students in making realistic career goal plans and apprise them of how to use the public schools' curriculum and experiences to further their career goals. Career development is described as the fifth basic skill (in addition to language arts, mathematics, social studies, and science) that students need to prepare themselves for constructive participation in society. The Comprehensive Career Guidance Program is depicted as evolving around three interrelated domains (self-knowledge, educational development, and career development) which remain the same throughout the model, while the competencies are developmental at each grade level. Following a discussion of the roles of the counselor, the school staff, parents, the community, and administrators, the career guidance program is presented for grades kindergarten-3, 4-5, 6-9, and 10-12. For each grade division, an overview describing characteristics and needs of students regarding career development is provided; career guidance objectives are stated; competency-based planned activites involving counselors, teachers and other staff, parents, community, and administrators are given; and resources necessary for the planned activities are included.

(NB)

**ED 332 066** CG 022 102
**N.C. Department of Human Resources Therapeutic Camping System. Camp E-MUN-TALEE, Camp E-TOH-KALU, Camp E-MA-HENWU, and Camp E-KU-SUMEE.**
North Carolina State Dept. of Human Resources, Raleigh. Div. of Youth Services.
Pub Date—[89]
Note—15p.; The therapeutic camping system is operated under contract by Eckerd Family Youth Alternatives, Incorporated.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Behavior Problems, *Camping, *Counseling Techniques, *Delinquency, Preadolescents, Problem Children, *Therapeutic Environment, Youth Programs
This report describes North Carolina's Therapeutic Camping Program, an alternative treatment process for children between the ages of 10 and 15 who have behavioral problems and/or who are in conflict with the law. The program serves children who cannot function in a normal community, school, or family setting. This report describes the Therapeutic Camping Program itself and lists the seven steps necessary for admission to the program. The criteria for admission are discussed, including appropriate ages for campers, the need for a psychological or psychiatric evaluation and a demonstration of either conflict with the law or behavioral problems, the demonstration of functioning intelligence which will allow adaptation to the camp program, willingness of the prospective camper to participate and self-concern about his or her behavior, and good health in order to participate in the active physical program. The role of the parent, legal guardian, or parent substitute and the local referring agency service worker is also discussed. A map of the four therapeutic camps in North Carolina is included, as are the names, addresses, and telephone numbers of the regional screening and referral committees for the four state regions. (NB)

**ED 332 067** CG 022 297
*Evans, Dale W. Giarratano, Susan*
**Into Adolescence: Avoiding Drugs. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.**
Spons Agency—Walter S. Johnson Foundation, Menlo Park, CA.
Report No.—ISBN-1-56071-006-3; ISBN-1-56071-007-1
Pub Date—90
Note—168p.; For other documents in the series, see CG 022 298-301, ED 307 274-276, ED 308 151, ED 308 175, and ED 301 828.
Available from—Network Publications, 1700 Mission St., P.O. Box 1830, Santa Cruz, CA 95061-1830 (Title Nos. 376 and 516).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alcohol Abuse, Decision Making, *Drug Abuse, *Drug Education, Drug Use, Elementary Education, Grade 5, Grade 6, Grade 7, Grade 8, Health Education, *Prevention, *Smoking, Substance Abuse
Identifiers—*Middle School Students
A drug abuse prevention curriculum for middle school students in grades five through eight is presented in this document, one of a series that is designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. Each of the 11 lessons includes information of the lesson objective, class time required, a brief overview of the topic, instructional strategies, teacher materials and preparation, procedures, homework, evaluation materials, and concluding activity. The guide arms middle school students with up-to-the-minute facts on drugs, and engages them in activities that encourage healthy, drug-free choices. Particular consideration is given to tobacco, alcohol and marijuana, including health hazards and societal impacts of their use. The 11-lesson curriculum unit develops students' understanding of the dangers of drug use and encourages the development of decision-making and refusal skills through role playing, cooperative learning groups, oral presentation and research assignments. Students are challenged to identify personal and social factors that influence drug use and non-use. Guidelines are provided for educators to enhance the classroom comfort level when teaching about

the prevention of alcohol and other drug use. A glossary of drug terms and a bibliography are included. A separately bound student workbook contains identical exercises and activities for students as those found in the teacher's guide. (ABL)

**ED 332 068** CG 022 298
*Middleton, Kathleen*
**Into Adolescence: Communicating Emotions. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.**
Spons Agency—Walter S. Johnson Foundation, Menlo Park, CA.
Report No.—ISBN-1-56071-008-X; ISBN-1-56071-009-8
Pub Date—90
Note—136p.; For other documents in the series, see CG 022 297-301, ED 307 274-276, ED 308 151, ED 308 175, and ED 301 828.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Title Nos. 377 and 517).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Anger, *Communication Skills, Elementary Education, Emotional Response, Fear, Grade 5, Grade 6, Grade 7, Grade 8, *Listening Skills
Identifiers—*Emotions, *Middle School Students
This guide is a seven-lesson, fully illustrated curriculum unit that offers middle school students in grades five through eight an enjoyable opportunity to understand emotions and strengthen their communication skills. It is one of a series of curriculum units designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. Through individual and group activities, students learn practical techniques for overcoming communication barriers and improving careful listening. Special emphasis is given to the emotions of fear and anger. This document: (1) presents positive ways of expressing strong emotions; (2) explores the link between good communication and good relationships; (3) discusses how emotions, and their corresponding body language impact on communication; (4) offers well-defined, engaging student activities that enhance communication; and (5) provides students with a solid understanding of the critical role communication plays in our lives and in our society. The lessons include the objective; class time required; a brief overview of the topic; instructional strategies, including brainstorming, class discussion, cooperative learning groups, creative expression, case discussion, overhead transparencies, teacher lecture, and worksheets; teacher materials and preparation; procedures; homework; evaluation materials; and concluding activity. A separately bound student workbook contains identical exercises and activities for students as those found in the teacher's guide. (ABL)

**ED 332 069** CG 022 299
*Hart, Susan J.*
**Entering Adulthood: Balancing Stress for Success. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.**
Spons Agency—Walter S. Johnson Foundation, Menlo Park, CA.
Report No.—ISBN-1-56071-004-7; ISBN-1-56071-005-5
Pub Date—90
Note—126p.; For other documents in the series, see CG 022 297-301, ED 307 274-276, ED 308 151, ED 308 175, and ED 301 828.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Title Nos. 392 and 532).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Coping, High Schools, *High School Students, *Stress Management, Stress Variables, *Success
Identifiers—Life Management Curriculum, Self Management
This curriculum guide provides high school students with specific tools to develop insights, attitudes and life skills they need to meet life's challenges and covers critical health and family life topics. It is part of a series designed to provide edu-

cators with the curricular tools necessary to challenge students to take personal responsibility for their health. This culturally sensitive curriculum unit presents seven lessons full of engaging activities that focus on self-awareness, personal definitions of success, managing stress, positive self-talk, time management and building supportive relationships. The concise and easy-to-follow lessons are supported by complete teacher background information and concrete objectives. This document: (1) shows students practical ways to manage everyday stress; (2) emphasizes the physical and emotional well-being necessary to adapt to life changes; (3) introduces time management skills for living more successfully in today's complex world; and (4) focuses on the importance of self-worth and personal power. Each lesson includes information on the lesson objectives; class time required; a brief overview of the topic; instructional strategies, including brainstorming, class discussion, group discussion, oral presentations, overhead transparencies, case studies, mini-lecture and worksheets; teacher materials and preparation; procedures; homework; evaluation materials; and a concluding activity. A separately bound student workbook contains identical exercises and activities for students as those found in the teacher's guide. (ABL)

**ED 332 070** CG 022 300
*Giarratano, Susan Evans, Dale*
**Entering Adulthood: Examining Drugs and Risks. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.**
Spons Agency—Walter S. Johnson Foundation, Menlo Park, CA.
Report No.—ISBN-1-56071-000-4; ISBN-1-56071-001-2
Pub Date—90
Note—234p.; For other documents in the series, see CG 022 297-301, ED 307 274-276, ED 308 151, ED 308 175, and ED 301 828.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Title Nos. 390 and 530).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alcohol Abuse, Decision Making, *Drug Abuse, *Drug Education, Drug Use, Health Education, High Schools, *High School Students, *Prevention, *Smoking, Substance Abuse
This curriculum guide for high-school students presents in-depth coverage of the full range of content related to drugs, including tobacco, alcohol, marijuana, cocaine, narcotics, and hallucinogens. It is part of a series designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. In addition to the abundance of subject matter content, this 11-lesson curriculum unit involves students in activities that enhance decision-making, problem-solving, and coping skills and helps them develop effective personnal strategies for resisting drug use. The well-developed lessons are designed to give teachers the flexibility to choose, modify, and combine the appropriate content for students. This guide fits within a comprehensive health education program; provides extensive content on commonly abused drugs; explores the legal issues involved in drug use; examines the personal and social costs of drug use; stimulates critical thinking and motivates high school students toward health behavior; and identifies community and school resources that provide counseling, rehabilitation and treatment services for drug users. The lessons include the objective; class time required; a brief overview of the topic; instructional strategies; teacher materials and preparation; procedures; key points; and evaluation materials. A separately bound student workbook contains identical exercises and activities for students as those found in the teacher's guide. (ABL)

**ED 332 071** CG 022 301
*Burton, Nanette D.*
**Entering Adulthood: Understanding Depression and Suicide. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.**
Spons Agency—Walter S. Johnson Foundation, Menlo Park, CA.
Report No.—ISBN-1-56071-002-0; ISBN-1-56071-003-9

Pub Date—90
Note—121p.; For other documents in the series, see CG 022 297-300, ED 307 274-276, ED 308 151, ED 308 175, and ED 301 828.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Title Nos. 391 and 531).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Depression (Psychology), High Schools, *High School Students, *Prevention, *Suicide
Identifiers—Life Management Curriculum, Self Management
This curriculum guide for high school students sensitively and expertly addresses the escalating social problem of suicide. This guide is part of a series designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. With seven structured lessons, this teaching unit focuses on suicide as a process that involves a series of steps and stages at which intervention can take place. This guide also stresses the importance of involving parents, students, school personnel, and the community in a comprehensive suicide prevention plan. Specific steps for implementing a plan are provided in the appendices. This guide for suicide prevention provides the facts, structure, and guidance that teachers and students need for informed intervention; positively influences students' mental health by giving them information and skills to deal with depression and increase awareness to suicide; examines the causes of depression and common facts and myths about suicide; and encourages students to identify personal and community resources for helping. Each lesson includes information on the lesson objective; class time required; a brief overview of the topic; instructional strategies; teacher materials and preparation; procedures; key points; and evaluation materials. A separately bound student workbook contains identical exercises and activities for students as those found in the teacher's guide. (ABL)

**ED 332 072**                          CG 022 951
Cheney, Carl D.   Phelps, Brady J.
Factors Predisposing Drug Abuse.
Pub Date—May 90
Note—15p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (16th, Nashville, TN, May 27-31, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Behavior Patterns, Biological Influences, *Drug Abuse, *Drug Addiction, Environmental Influences, Family Influence, Heredity, Nature Nurture Controversy, Perinatal Influences, Prenatal Influences, *Psychological Patterns, *Smoking
The exact nature of the events which may predispose a person to substance abuse is not known. This paper provides a theoretical discussion and review which emphasizes three contexts which have been shown to predispose on individual to drug abuse: (1) prenatal exposure to a given substance; (2) environmental conditions present upon first exposure to an abuseable substance; and (3) the environment in which a person lives and functions. Support for each of these factors in combination as probable causal factors in substance abuse is garnered from both human and nonhuman investigations. Research findings are discussed concerning such factors as Fetal Alcohol Syndrome, the social context in which people are first exposed to the use of drugs and alcohol, contextual reinforcers and constraints, and excessive drug abuse as adjunctive to schedule-induced behavior. Drug abuse is therefore considered as an interaction between both environmental and physiological variables. The paper concludes by calling for multi-generation testing to evaluate the role of genetic influences in predisposing drug abuse. References are included. (Author/TE)

**ED 332 073**                          CG 023 155
Tokarz, Edward, Jr.   Sullivan, Richard D.
Students-Teach-Students.
Gulf Coast Lung Association, Inc., Tampa, FL.
Pub Date—[Jun 89]
Note—9p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum, Curriculum Guides,

*Drug Use, Grade 5, Health Education, High Schools, High School Students, Intermediate Grades, *Marijuana, *Peer Counseling, *Prevention, Role Models, *Smoking, *Tobacco
Identifiers—*Students Teach Students
Students-Teach-Students is a program that trains teams of high school students to present a smoking education program and role-model to fifth graders, helping them to overcome peer pressure to smoke cigarettes and marijuana. Surveys show that a significant percentage of students first begin to experiment with smoking cigarettes and marijuana during the fifth grade. The most frequently cited reason to experiment with smoking is peer pressure. The Students-Teach-Students program trains high school students who can communicate easily with the younger students. The high school students through role-modeling give the younger students the answers they need when faced with peer pressure. Immediately prior to the high school students' presentation, fifth grade teachers are given a complete 5-day curriculum that outlines smoking prevention activities for the children each day. The high school students reinforce what has just been taught by the fifth grade teachers. In 1990 the American Lung Association affiliate in the Gulf Coast region of Florida, trained 764 high school students reaching 7,314 elementary school children. It was evident by pre- and post-test statistical comparisons that the program was a huge success. This program is geared toward secondary and elementary school counselors and teachers. (Author)

**ED 332 074**                          CG 023 165
Ediger, Marlow
The Counseling & Guidance Curriculum.
Pub Date—[91]
Note—13p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behaviorism, Case Studies, Counseling Objectives, *Counselor Role, *Counselor Teacher Cooperation, *Curriculum Development, Disabilities, Educational Counseling, Elementary Secondary Education, *Guidance, Humanism, Psychology, School Counselors, Student Needs
Counseling and guidance services are vital in any school curriculum. Counselors may themselves be dealing with students of diverse abilities and handicaps. Counselors may have to work with students affected by drug addiction, fetal alcohol syndrome, homelessness, poverty, Acquired Immune Deficiency Syndrome (AIDS) and divorce. Students may present problems of sexual, physical, emotional abuse and neglect; violence; poor housing; poor health; or racial discrimination. To indicate worth and value of students individually, the guidance counselor needs to accept each learner intrinsically. Much assistance and help needs to be given to teachers to accept each student. Guidance counselors can help teachers secure the interests of students; assist students in attaching meaning to each presentation; and provide for individual differences. The guidance counselor needs to impress upon teachers the necessity of accepting each student and assisting each to attain proficiency. The guidance counselor needs to assist teachers in understanding the principles of behaviorism and humanism. Helping teachers help students is one of the vital roles guidance counselors play. Securing the interests of students, providing for individual differences, and attaching meaning to ongoing lessons and units are some criteria which should be considered when teaching students. (BHK)

**ED 332 075**                          CG 023 204
Perdue, Lauren
Sex Roles and Eating Disorders: Evidence for Two Independent Relationships.
Pub Date—Aug 90
Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Anorexia Nervosa, *Bulimia, College Students, Eating Habits, Females, Higher Education, *Sex Role
Because such eating disorders as anorexia and bulimia have been found to be more common in women than in men, much recent research on these disorders has examined their relationship to gender roles. Some evidence exists supporting the existence of two types of eating disorders; one associated with stereotypically feminine concerns, the other associ-

ated with stereotypically masculine concerns. Two studies were conducted to test this hypothesis. In study 1, 184 females attending a state university were surveyed regarding bingeing behavior. In study 2, questionnaire data previously collected from 326 female college students were reanalyzed. In study 1, respondents who reported bingeing at a moderate frequency placed low importance on intelligence but not on homemaking, whereas frequent bingers placed low importance on homemaking but not on intelligence. In study 2, moderate bingers reported that their parents emphasized attractiveness but did not hold negative attitudes toward female intellectual and professional achievement. In contrast, frequent bingers reported that their parents held negative attitudes toward female achievement but did not emphasize attractiveness. It has become particularly difficult for researchers to become aware of the two types of eating disorders because both types are related to a thin standard of female bodily attractiveness. (10 references) (LLL)

**ED 332 076**                          CG 023 333
Taeuber, Cynthia M., Ed.
Enumerating Homeless Persons: Methods and Data Needs. Conference Proceedings [November 1990].
Bureau of the Census (DOC), Suitland, Md.; Department of Housing and Urban Development, Washington, D.C.; Interagency Council on the Homeless.
Pub Date—Mar 91
Note—223p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Census Figures, Evaluation, Evaluation Methods, *Homeless People, *Incidence
This document contains these presentations from the Enumerating Homeless Persons conference: (1) "Conference Welcome" (Pat Carlile); (2) "Conference Objectives" (Charles Jones); (3) "Deciding Where We Are" (Barbara Everitt Bryant, Cynthia M. Taeuber, and Tom Jones); (4) "Judging Where We Are Going and How to Do It" (Anna Kondratas); (5) "Facilitator Remarks" (Susan Miskura); (6) "Federal Data Collection Needs and Requirements" (Chris Walker); (7) "What to Look for in Studies That Try to Count the Homeless" (Martha R. Burt); (8) "Overview of Seven Studies" (Martha R. Burt and Cynthia M. Taeuber); (9) "National Survey of Shelters for the Homeless" (Garret Moran, David Marker, Alexa Fraser, Sharon Beausejour, and Janice Machado); (10) "Counting the Nation's Homeless Population in the 1990 Census" (Cynthia M. Taeuber and Paul Siegel); (11) "Assessments of the 1990 S-Night Census Operation and Overview of the Experimental S-Day Method" (Laurel Schwede, Matt Salo, and Pamela Campanelli); (12) "Developing the Estimate of 500,000 to 600,000 Homeless People in the United States in 1987" (Martha R. Burt); (13) "The Nashville Method" (Barrett A. Lee); (14) "Lessons from the 1985-1986 Chicago Homeless Study" (Peter H. Rossi); (15) "Estimation of the Number of Homeless and Mentally Ill Persons in Three California Counties" (M. Audrey Burnam); (16) "Techniques for Estimating the Size of the Homeless Population in Colorado" (Franklin J. James); (17) "The RTI Method: Sampling Over Time" (Michael Dennis, Ronaldo Iachan, Jutta Thornberry, and Robert Bray); (18) "Biases Arising from Choice of Site and Informant" (Kim Hopper); (19) "Biases Arising from Choice of Site and Informant: Who is Missed" (Pamela Fischer); (20) "Estimates of the Homeless in Houston, Texas" (Donald J. Baumann); (21) "Biases from Choice of Site and Informant" (George J. McCall); (22) "The Prevalence of Psychiatric Disorders" (William R. Breakey); (23) "Issues in the Selection of Measures" (Elmer L. Streuning); (24) "Sampling Issues in Estimating the Extent of Alcohol, Drug Abuse, and Mental Illness Problems" (Michael Dennis and Ronald Iachan); (25) "Discussant Comments" (Howard H. Goldman); and (26) "Counting the Homeless: What Counts?" (David S. Cordray). The final section contains work group reports on technical topics, such as sampling; definitions; validity, feasibility, and cost effectiveness; estimating undercounts; longitudinal studies; and methods to estimate the "at-risk" population. (LLL)

**ED 332 077**                          CG 023 334
Cole, Claire G.
Guidance in Middle Level Schools: Everyone's Responsibility. Revised Edition.
National Middle School Association, Columbus,

OH.
Pub Date—88
Note—38p.
Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229 ($5.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescent Development, Intermediate Grades, Junior High Schools, *Middle Schools, Program Development, *School Counseling, *School Guidance, Team Training
Identifiers—Middle School Students

This monograph about counseling in the middle schools is an update from the first edition, which was published in 1980. The first section discusses the rationale for a middle level counseling program. It stresses the importance of a guidance program based on a thorough understanding of what is normal growth and development for youngsters at this stage of life. Several of the developmental tasks for this age group are illustrated. The second section describes the middle level guidance and counseling team, which includes counselors, para-professionals and clerical staff, teachers, administrators, parents, community members and agencies, and students themselves. The role of each component of the team is analyzed in the text and "questions to consider." The third section lists sample activities counselors may organize to help students with particular developmental issues. The last section describes current resources available for counselors. Uses of the computer for the school counselor are listed. Also included are lists of other resources such as books, journals, and journal articles (38 entries) and information about 3 professional organizations. The role of a middle school counselor in Virginia is described in an appendix. (LLL)

**ED 332 078**   CG 023 335
*Barker, Gary   And Others*
**Serving the Future: An Update on Adolescent Pregnancy Prevention Programs in Developing Countries.**
Center for Population Options, Washington, DC.
Pub Date—[91]
Note—70p.; A product of the International Center on Adolescent Fertility project.
Available from—Center for Population Options, 1025 Vermont Avenue, N.W., Suite 210, Washington, DC 20005 ($10.00, quantity discounts).
Pub Type— Reports - Research (143) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, *Contraception, *Developing Nations, *Family Planning, Foreign Countries, *Pregnancy, Prevention, Sex Education
Identifiers—Africa, Asia, Latin America

This survey analyzed the nature and level of services in adolescent pregnancy prevention in the developing countries of Latin America, Africa, and Asia. While focusing on programs to prevent adolescent pregnancy, many of the groups surveyed were also responding to the Acquired Immune Deficiency Syndrome (AIDS) epidemic in their work with youth. The majority of the organizations also provided services to youth beyond reproductive health, such as tutoring and scholarships, income generation and vocational education, and general adolescent health services and community development. An analysis of the 103 programs that responded to the survey found that the majority of the organizations were nongovernmental organizations which relied heavily on overseas assistance. A variety of professionals worked in the programs, but health professionals and educators were the personnel most commonly found. The most frequently reached clientele were in-school youth, although many programs also served school drop-outs. The sex education offered by most of these programs focused on the biological aspects of reproduction, but more than one-half of the programs also included additional information. Peer education as a method of sex education continued to be an important component of many adolescent pregnancy prevention programs. The vast majority said they offered contraceptive services, with condoms being the most frequently cited method, followed by oral contraceptives. Printed educational materials for youth continued to be an important aspect of sex education. The report also provides a directory of programs by region and country that includes program name and address, type of organization, age range of clientele, and program focus. (LLL)

**ED 332 079**   CG 023 336
*James, Michael*
**Adviser-Advisee Programs: Why, What and How.**
National Middle School Association, Columbus, OH.
Report No.—ISBN-1-56090-029-6
Pub Date—86
Note—76p.
Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292 ($7.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Humanistic Education, Intermediate Grades, Junior High Schools, *Middle Schools, Program Implementation, *School Counseling
Identifiers—Middle School Students

This monograph provides rationale, examples, and specific guidelines for initiating advisor-advisee programs in the middle school. Part 1 discusses why affective education is needed in the middle school, and promotes the need for qualitative properties of education to exist along side the quantitative. Part 2 describes six on-going programs of affective education: (1) Patapsco Middle School, Howard County, Maryland; (2) Broomfield Heights Middle School, Arvada, Colorado; (3) Shoreham-Wading River Middle School, Shoreham, New York; (4) Tapp Middle School, Powder Springs, Georgia; (5) Landon Middle School, Topeka, Kansas; and (6) Putnam County Middle School, Winfield, West Virginia. Each program described was locally developed as an expression of felt needs, and demonstrates an effective way that middle schools can implement specific curricular programs for developing the affective side of a school's responsibility. Part 3 addresses specific questions that may arise when planning and implementing an advisor-advisee program. The questions are divided according to program issues, advisor issues, and advisee issues. Guidelines are provided for successful initiation, expansion, or interfacing of an advisor-advisee program with other middle school program options. A list of 128 resources is also included. (LLL)

**ED 332 080**   CG 023 337
**Anti-Drug Abuse Strategy Report. State of New York. 1990 Update.**
New York Governor's Office, Albany. Statewide Anti-Drug Abuse Council.
Pub Date—Mar 91
Note—159p.
Pub Type— Reports - General (140) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Alcohol Abuse, At Risk Persons, *Drug Abuse, Intervention, Prevention, *State Government, State Programs
Identifiers—*New York

This annual report from the Statewide Anti-Drug Abuse Council of New York proposes strategies for the coming year. Ongoing support for the state and local law enforcement efforts is reaffirmed as a vital component of the strategy. The council promotes a strengthening of their commitment and focus on severely impacted populations, integration of governmental capacities, more involvement of citizens, and more efficiency in coordinating and pooling of efforts. After the executive summary, the report examines drug and alcohol-related trends for New York State and the nation. Next, the report discusses criminal and juvenile justice system progress and priorities. The issues here include strength through coordination and resource sharing; federal participation in drug enforcement; attacking major drug trafficking organizations; controlling instruments of the drug trade; new tools for crime control; protecting the integrity of communities; taking the profit out of the drug business; user sanctions for the alcohol and drug-impaired driver; and interventions with troubled youth. The next section on treatment progress and priorities includes descriptions of expanding services. Issues for improving quality and accountability are discussed. The final section on prevention progress and priorities discusses the following target groups: high risk groups; the community; schools; family; and the workplace. Also discussed are the media and prevention research. Priorities for 1991 and beyond are presented within the context of each section. Most sections include references. (LLL)

**ED 332 081**   CG 023 338
*Beane, James A   Lipka, Richard P.*
**When the Kids Come First: Enhancing Self-Esteem.**
National Middle School Association, Columbus, OH.
Report No.—ISBN-1-56090-036-9
Pub Date—87
Note—96p.
Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292 ($8.00).
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescent Development, *Adolescents, Intermediate Grades, Junior High Schools, *Middle Schools, *Self Concept, *Self Esteem, Transitional Programs
Identifiers—Middle School Students

This monograph promotes the enhancement of self-esteem as a basic responsibility of middle level schools. Chapter 1 makes a case for the importance of self-perception, and describes a rationale specifically focused on early adolescents that is based on history, contemporary issues, and research. Chapter 2 analyzes changes in the adolescent's self-perception. Unpredictable changes in the intellectual, feeling, and physical domains mandate the adolescent to undertake a re-thinking of self-perceptions in all dimensions at this age. Chapter 3 looks at the structures which define and regulate day-to-day life in the school. These institutional features include such things as climate, decision-making processes, rules and regulations, reward and punishment systems, grouping, relations with the outside world, and morale. It is noted that the way in which these features are planned or carried out may contribute to positive self-perceptions or they may debilitate self-worth. Chapter 4 considers two phases of planning to enhance self-perceptions. One involves ideas for various components in teaching and learning situations. The other is a brief description of premium teaching procedures and programs. Appendices include an illustrative unit, issues from the perspective of seventh graders, and self-assessment checklists. (53 references) (LLL)

**ED 332 082**   CG 023 339
*Sussman, Steve   And Others*
**Identification of Which High Risk Youth Smoke Cigarettes Regularly.**
Pub Date—Mar 91
Note—22p.; Paper presented at the Society of Behavioral Medicine Scientific Sessions (12th, Washington, DC, March 20-23, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*At Risk Persons, High Schools, *High School Students, Prevention, Secondary Education, *Smoking

This study investigated whether or not high or low risk youths differed on previous items discriminative of problem-prone youth, particularly problem-prone attitudes and preferences, and social and environmental smoking. In addition, the study examined whether high or low use youths differed on items related to a health orientation including health risk factors, sense of coherence items, and health value items. A group identification approach was used to obtain a sample of high risk youth among 1,200 high school students from rural and urban Southern California. A total of 82 youths identified themselves as belonging to a high risk group. High school-aged high risk youth showed the problem-prone distinguishing characteristics of relatively high risk-taking, noninvolvement with sports, and greater use of cigarettes and alcohol. The youths also showed greater socio-environmental use of cigarettes, a greater likelihood to violate norms to protect their friends, greater self-reported family conflict, and greater likelihood to use revenge or have a party as coping strategies. These youths were somewhat lower on risk factor items, sense of coherence items, and health values. However, aside from three of the risk factor items (likelihood of becoming a smoker, likelihood of becoming a drinker, and getting exercise), the youths did not differ from the other groups on the health-related items. Consideration of the social context of high risk youths along with the value they place on their health seems of major importance to decrease the likelihood that they will become regular smokers. (28 references)

(LLL)

**ED 332 083**                        CG 023 340
*Lena, Hugh F.  And Others*
Legal Employment at Midcareer: The Influence of
   Social and Academic Origins.
Pub Date—12 Apr 91
Note—47p.; Contains small print which may not
   reproduce well. Paper presented at the Eastern
   Sociological Society (61st, Providence, RI, April
   12-14, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, College
   Graduates, College Seniors, *Employment Level,
   Family Characteristics, Followup Studies, Higher
   Education, *Lawyers, National Surveys, Reli-
   gious Factors, *Social Environment
   This study analyzed the relative influence of indi-
vidual social origins and academic achievement in
organizational recruitment and practice outcomes
for legal careers. It investigated the effects of back-
ground characteristics and academic performance
measures for a national sample of college seniors on
types of legal practices 25 years after graduation.
The data for the study were derived from a 1961
national survey of over 33,000 graduating college
seniors, 1,120 of whom continued post-baccalaure-
ate studies in law and 60% of whom were listed in
the 1985 edition of a national directory of practicing
lawyers. Academic achievement in college and reli-
gion predicted the quality of the law school at-
tended; in combination with occupational
inheritance, these variables were found to influence
allocation of lawyers to solo or firm practice. While
family background characteristics were less impor-
tant in determining outcomes than educational at-
tainment, the latter explained only a small portion
of the variation in legal practices. An important con-
textual feature structuring legal careers was the pop-
ulation size of the location of the practice. As the
bar grows in size and diversity, it is expected that
additional axes of differentiation within the profes-
sion will be located and status attainment models
will have to accommodate the complex mix of indi-
vidual, social, and contextual factors which struc-
ture professional careers. (51 references) (LLL)

**ED 332 084**                        CG 023 341
*Culp, Marguerite McGann*
The MBTI as a Predictor of Wellness Issues:
   Theirs and Ours.
Pub Date—Apr 91
Note—12p.; Paper presented at the Annual Con-
   vention of the American Association for Counsel-
   ing and Development (Reno, NV, April 21-24,
   1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Community Col-
   leges, *Midlife Transitions, *Personality Traits,
   Testing, Two Year Colleges, *Well Being
Identifiers—*Myers Briggs Type Indicator
   The Myers-Briggs Type Indicator (MBTI) assists
clients to develop an understanding of their four
functions (sensing, intuition, thinking, feeling), and
their four attitudes (extraversion, introversion, judg-
ment, and perception). It also provides information
about each client's dominant, auxiliary, tertiary, and
inferior functions, and the time frame within which
each will develop. For the past 5 years, counselors
at Seminole Community College have attempted to
determine if there is a relationship between client
type and the following three variables: (1) present-
ing problems; (2) interventions the client requested;
and (3) interventions the client needed. Data were
collected from students in a variety of academic and
counseling groups. Each type appeared to have
some unique wellness issues, distinct preferences for
the issues they wanted, and clear-cut counseling
needs. Many clients, particularly those at mid-life,
felt uncomfortable because they were doing things
out of character. This appeared to be related to type,
not to the dominant or the auxiliary functions, but
to the inferior function. Counselors are in the pro-
cess of developing ways to assist clients to recognize
and develop the inferior function. In general, two
rules seem to apply when dealing with the inferior:
do not confront it, and help clients develop it during
leisure hours rather than during critical work or
home time. The major wellness issues, 16 types and
suggested interventions, as well as inferior function
and characteristics are listed. (LLL)

**ED 332 085**                        CG 023 342
*Nieberding, Ronald A., Ed.*

In Every Classroom: The Report of the President's
   Select Committee for Lesbian and Gay Concerns.
Rutgers, The State Univ., New Brunswick, NJ. Of-
   fice of Student Life Policy and Services.
Pub Date—89
Note—107p.
Available from—Office of Student Life Policy and
   Services, Rutgers University, New Brunswick, NJ
   08903 ($10.00, quantity discounts).
Pub Type— Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Avail-
   able from EDRS.
Descriptors—*College Environment, Higher Edu-
   cation, *Homosexuality, *Justice, *Lesbianism,
   Program Development, Social Attitudes
Identifiers—*Rutgers the State University NJ
   This report contains the recommendations of the
select committee for lesbian and gay concerns for
Rutgers University. The executive summary out-
lines the principal goals and objectives for the uni-
versity. Section 1 describes an agenda to improve
public relations at Rutgers. Bigotry and homophobia
are discussed and representative comments from a
questionnaire distributed to faculty and staff are
listed. A discussion of the history of lesbian and gay
people at Rutgers is presented and illustrated
through examples of two organized efforts (Rutgers
Student Homophile League and its successor, the
Rutgers University Lesbian/Gay Alliance). The
structure and work of the Select Committee for Les-
bian and Gay Concerns is described. Included are
the role of the task groups, commissioned surveys,
and open forums and public outreach efforts. Other
Rutgers University initiatives are also presented.
Section 2 contains the recommendations of the se-
lect committee regarding: (1) a university-wide co-
ordinator for lesbian and gay concerns; (2)
curriculum and academic affairs; (3) student life and
services; (4) employee concerns; and (5) university
publications. Throughout the report, short segments
of information are presented in boxes. These in-
clude: what is homophobia; is sensitivity training
enough; to report harassment; faculty reading: sug-
gestions for teaching; and true stories: lesbian and
gay life at Rutgers. Appendices include supplemen-
tal materials and resources. (LLL)

**ED 332 086**                        CG 023 343
Adolescent Behavior Change: A Review.
New York State Education Dept., Albany. Educa-
   tional Programs and Studies Information Service.
Pub Date—90
Note—135p.
Pub Type— Collected Works - General (020) —
   Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syn-
   drome, *Adolescents, *Behavior Change, Health
   Education, Pregnancy, *Prevention, Secondary
   Education, Sexuality, Substance Abuse
   This focus paper contains reprints of 11 articles
intended to provide an overview of the key issues in
the area of adolescent behavior change as it relates
to Acquired Immune Deficiency Syndrome (AIDS)
and Human Immunodeficiency Virus (HIV) educa-
tion. Included are: (1) "Preventing HIV Infection
and AIDS in Children and Adolescents" (J.
Brooks-Gunn, Cherrie B. Boyer, and Karen Hein);
(2) "AIDS in Adolescents: Exploring the Chal-
lenge" (Karen Hein); (3) "A Theoretical Approach
to School-based HIV Prevention" (Diane DeMuth
Allensworth and Cynthia Wolford Symons); (4) "A
Preliminary Study of Social Issues in AIDS Preven-
tion Among Adolescents" (Michael W. Ross, Chris
Caudle, and Julie Taylor); (5) "Adolescent Sexual
Behavior" (Jeanne Brooks-Gunn and Frank F. Fur-
stenberg, Jr.); (6) "Self-Efficacy and AIDS Preven-
tion for Pregnant Teens" (Lyn Lawrence, Susan R.
Levy, and Laurna Rubinson); (7) "Substance Abuse
Prevention Research: Recent Developments and
Future Directions" (Gilbert Botvin); (8) "Preven-
tion of Substance Abuse in Children and Adoles-
cents" (George Comerci and Donald Ian
MacDonald); (9) "The Efficacy of Peer Leaders in
Drug Abuse Prevention" (Knut-Inge Klepp, An-
drew Halper, and Cheryl L. Perry); (10) "The Theo-
retical Concept of At-Risk Adolescents" (Charles
E. Irwin, Jr.); and (11) "The Role of Affect and
Social Relationships in Health Behavior and School
Health Curriculum and Instruction" (Maurice J.
Elias). Selected annotated bibliographies, identified
by searching the ERIC database, Centers for Dis-
ease Control Combined Health Information Data-
base (CHID), MEDLINE database, Psychological
Abstracts database, and Sociological Abstracts
database, are appended. (LLL)

**ED 332 087**                        CG 023 344
*Eldred, Cindy  And Others*
Going Places: An Enrichment Program To Em-
   power Students.
San Diego City Schools, Calif.
Spons Agency—Office of Educational Research
   and Improvement (ED), Washington, DC.;
   Women's Educational Equity Act Program (ED),
   Washington, DC.
Pub Date—91
Note—435p.
Available from—Women's Educational Equity Act
   Publishing Center, Educational Development
   Center, 55 Chapel Street, Newton, MA 02160.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Curriculum Guides, Decision Making
   Skills, *Dropout Prevention, *Dropout Programs,
   Grade 8, Grade 9, *High Risk Students, High
   Schools, Junior High Schools, Junior High School
   Students, Parent Participation, *Potential Drop-
   outs, Problem Solving, Self Esteem, Transitional
   Programs
Identifiers—Going Places Progam CA, San Diego
   Unified School District CA
   This semester-long curriculum is designed to in-
crease the self-esteem, leadership skills, and com-
munication, decision-making, and problem-solving
abilities of eighth and ninth grade students who are
at risk of dropping out of school. The manual offers
procedural suggestions for organizing a Going
Places class. Individual sections address administra-
tive support, the role of the teacher, identification of
students, curriculum implementation, parent in-
volvement, and transition to high school. The spe-
cific lessons include: (1) self-esteem; (2) success; (3)
values clarification; (4) communication; (5) goal set-
ting; (6) decision making; (7) assertiveness; (8) tu-
toring or class projects; (9) communication skills;
(10) group dynamics; (11) sex-role stereotyping;
(12) career awareness; and (13) bridges to high
school. Appendices discuss principles of coopera-
tive learning and provide sample forms and letters.
(LLL)

**ED 332 088**                        CG 023 345
Indiana Developmental School Counseling Idea
   Book.
Indiana School Counselors Association.; Indiana
   State Dept. of Education, Indianapolis.
Pub Date—90
Note—303p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Counseling Services, Counseling
   Techniques, Elementary Secondary Education,
   *Program Guides, Pupil Personnel Services,
   *School Counseling
Identifiers—*Indiana
   This book is intended to present guidance curricu-
lum activities which address students' needs in the
areas of learning to live, learning to learn, and learn-
ing to work. The activities are divided into four
developmental levels: K-5, grades 6-8, grades 9-12,
and K-12. At the bottom of each entry the name of
the contributing school counselor, school location,
and telephone number are included. Program types
include the following: peer, community, testing,
group, consultation, parent, at-risk student, pro-
gram management, and crisis team. Examples of
activities include: The Nitty Gritty of Family Life;
Dinosaur's Divorce; Group for Disruptive Students;
Self-Esteem Shield; Sexual Abuse Prevention Pro-
gram; Succeeding in School; Career Awareness;
Mock Interviews; and Dealing with Labeling and
Discrimination. Examples of programs include: Ac-
tive Parenting–Parent Involvement; Contemporary
Issues Support Groups; Death Education; Student
Support Groups; Big Brother-Big Sister; Crisis In-
tervention Team; Preparing for College in High
School; and Adopt-A-Teacher. (LLL)

**ED 332 089**                        CG 023 346
*Leverington, John J.  Bryce, Marvin*
Why Mental Health Centers Should Not Do
   Home-Based Family Centered Services.
Pub Date—Nov 90
Note—11p.; Paper presented at the Annual Confer-
   ence of the National Association for Family-
   Based Services (4th, Detroit, MI, November 4-6,
   1991).
Pub Type— Opinion Papers (120) — Speeches/
   Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling Techniques, *Family

Counseling, *Home Visits, *Individual Power, Mental Health Clinics, Psychological Services

Home Based Family Centered (HBFC) services give primary responsibility for evaluation, service planning, and counseling to the direct service in-home family therapist. In the mental health center (MHC), the psychiatrist may see a child once in the office and make a diagnosis and recommendation for the child, and sometimes for the parents. Also in the MHC, the tendency has been to assign an in-home worker to lower socio-economic families, principally for purposes of gaining information and for encouraging the family to bring one of its children to the MHC offices. This reflects an historical preference for serving the individual in the office and the low priority given to serving the poor, hard to reach, hard core, chronic, and unmotivated. Often mental health centers are clinically, administratively, and sometimes geographically divided into child, adolescent, and adult divisions. From a family systems perspective this is not useful. Interactional processes as a part of the treatment program are sacrificed. The psychiatric, medical influence of the mental health center emphasizes pathology or dysfunction. The HBFC therapist is looking for competence and how to elicit and enhance what strengths a parent, child, or family has to solve their own problems. These issues point to a need for HBFC services to continue to serve as separate, distinct, and clearly defined approaches to prevention and remediation in work with families. (LLL)

**ED 332 090**                CG 023 347
*Goor, Mark*
**Humor in the Classroom: Options for Enhancing Learning.**
Pub Date—25 Sep 89
Note—20p.; Paper presented at the National Conference of the Council for Exceptional Children/Council for Children with Behavior Disorders (Charlotte, NC, September 24-26, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Discipline, Elementary Education, *Humor, Learning Strategies, Teaching Methods

A principal and two teachers of a local elementary school were interviewed to establish a shared definition of humor in the classroom. A multidimensional definition emerged with intellectual, spiritual, and physical aspects. The teachers were observed to determine if specific uses of humor would be evident in their classrooms. Four types of teacher behaviors were labeled as categories of uses of humor: (1) connecting personally with students; (2) enlivening the learning experience; (3) using alternatives to authoritarian discipline; and (4) encouraging risk-taking and higher level thinking. Through this case study method, relevant data were gathered allowing a description of humor and its uses in the classroom. Variations on this project might include: explorations of the uses of humor in upper-grade classrooms, comparisons of the uses of humor with different ability level students, and applications of humor to special education settings. Another avenue of research might involve an investigation of the misuses of humor in the classroom. (LLL)

**ED 332 091**                CG 023 348
*Walsh, William M.  Allen, Molly*
**Attitudes of Irish Women towards Family Related Tasks.**
Pub Date—Apr 91
Note—26p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Age Differences, Cultural Influences, Family Income, *Family Involvement, *Family Life, Females, Foreign Countries, Home Management, *Social Values
Identifiers—*Ireland, Irish People

This study explored the assumption of age-related differences among two groups of Irish women regarding their reported assessment of the value of family and marriage related tasks experienced in young adulthood. Six of Havighurst's tasks for young adulthood relate to marriage and family. These are: (1) selecting a mate; (2) learning to live with a marriage partner; (3) starting a family; (4) rearing children; (5) managing a home; and (6) maintaining a career. It was hypothesized that younger Irish women (34 years and younger) would

consider all these developmental tasks to be significantly less important than older Irish women (35 years and older). Findings from 113 subjects in the Dublin, Ireland area revealed that younger Irish women facing decisions about marriage, family, and home did not differ significantly in the importance they give most of these tasks, as compared to the older Irish women. Younger women did report a significantly lower value for one of the tasks: rearing children. For the task "Choosing the Right Partner" there was an interactive effect between family income and age group. For women whose family income was low, younger women valued this task significantly less than older women in the same income bracket. (LLL)

**ED 332 092**                CG 023 349
*Walsh, William M.  Allen, Molly*
**Marriage and Family Life in Ireland: A Contemporary Study.**
Pub Date—Apr 91
Note—28p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Employed Women, Family Financial Resources, *Family Life, Foreign Countries, *Marital Satisfaction
Identifiers—*Ireland, Irish People

This study surveyed family life in different regions of the Republic of Ireland. A sample of Irish couples was chosen by the Catholic Marriage Advisory Council for the purposes of examining marriage and family life, and asked to complete a survey. Individuals (N = 216) were asked to classify their marriage style as either traditional or egalitarian based on a description of each provided in the research instrument. Traditional was defined as: decisions are made separately or independently by husband or wife; husband earns family income; wife cares for the home and children; wife has more responsibility for the emotional needs of the family. Egalitarian was defined as: decisions are made equally by both partners; total sharing of labor; equality of careers; equality of choice concerning lifestyle; negotiation is a major part of the relationship. Seventy-two percent of the individuals identified their relationship as egalitarian and 28 percent identified their relationship as traditional. Those reporting as traditional had much higher levels of disagreement and conflict in their marriages than those reporting as egalitarian. Although it is generally assumed that egalitarian marriages include more conflict, due to the open nature of these relationships, this did not appear to be the case for this population. It is not a traditional or egalitarian marital style which predicted marital satisfaction for women. Instead, women who worked outside the home tended to have greater marital satisfaction. This supports previous research which claims that power in marital relationships is distributed not only by gender, but by economic earnings. (LLL)

**ED 332 093**                CG 023 350
*Barmor, Carol*
**Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.**
Pub Date—91
Note—98p.; Ed.D. practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary School Students, Grade 4, *Grade 5, Intermediate Grades, *Listening Skills, Program Effectiveness, *School Guidance, *Student Improvement
Identifiers—*Active Listening

Fourth-grade students in one elementary school were administered a listening inventory, the Listening Composite section of the Test of Language Development-Intermediate, and a questionnaire "Are You a Good Listener" to assess their listening skills. The results showed that students lacked listening skills and did not have adequate knowledge and methods of effective listening. This lack of listening skills appeared to result in reduced understanding of lesson content and reduced learning. A practicum was designed to assist students in acquiring adequate listening skills. A listening acquisition program was developed and a guidance approach to listening training was applied. The program, which was provided to 28 fifth-graders, focused on a combination of interactive communication techniques.

Listening activities including reading, writing, speaking, listening, play, drama, art, and role play. The program's objectives were to have students understand a sequence of instructions to be followed, learn listening standards, learn to listen with purpose, increase their attention span, and learn to respect the listening rights of others. Although some of the students did not meet all objectives, the results indicated that all of the students benefitted from the program in some way. Students acquired effective listening skills and improved both their academic performance and their social skills. The questionnaire and assessment sheets are appended. (NB)

**ED 332 094**                CG 023 351
**What You Can Do about Drug Use in America.**
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
Report No.—ADM-90-1572
Pub Date—90
Note—34p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Change Strategies, Children, *Drinking, *Drug Use, *Parent Role

This guide, part of the Drug-Free Communities Series, is a comprehensive overview of drug use and what can be done about it. It is directed toward individuals, specifically toward parents, asserting that change in the community needs to be reinforced by change at home. Information about alcohol and other drugs, their physiological effects, and how individuals can help one another overcome the problems caused by alcohol and other drugs is included. The first section explains what drugs are, why use starts, and the physical and psychological toll alcohol and other drugs take. Marijuana, cocaine, phencyclidine (PCP), heroin, analogs, and methamphetamines are discussed. The second section explains how to tell if someone is having problems with alcohol and other drugs. Included are a description of four basic stages of alcohol and other drug use, examples of steps to take, and examples of actions to avoid. The third section discusses how to prevent alcohol and other drug problems among family and friends. Included in this section is information on early education and how to prevent problems before they start. Readers are instructed in how to set an example for those close to them and how to teach children to resist pressure to use alcohol and other drugs. The final section provides a list of federal, state, and private organizations that offer help. (NB)

**ED 332 095**                CG 023 352
**An Employer's Guide to Dealing with Substance Abuse.**
Department of Labor, Washington, D.C.
Pub Date—Oct 90
Note—21p.
Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcohol Abuse, Drinking, Drug Use, *Employee Assistance Programs, *Employers, *Personnel Policy, Program Design, *Program Implementation, *Substance Abuse

Work-related problems associated with employees who abuse alcohol and/or other drugs are briefly reviewed in this pamphlet to encourage employers to consider setting up a substance abuse program in their companies and businesses. The pamphlet then goes on to explain briefly each of five steps involved in developing a workplace substance abuse program: (1) writing a clear and comprehensive substance abuse policy; (2) training supervisors to detect performance problems that may indicate substance abuse; (3) educating employees about the program; (4) providing employee assistance through an employee assistance program; and (5) starting a drug testing program. Ideas are offered for taking each step. A resource list of organizations that can be contacted for help in establishing such a program is included, as is information on regulations that must be considered by employers dealing with some federal contracts or performing certain types of work. (NB)

**ED 332 096**                CG 023 353
*Brown, Barry S.  Mills, Arnold R.*
**Youth at High Risk for Substance Abuse. Proceedings of a Technical Review on "Special Youth**

Populations–What Etiology Suggests about Prevention and Treatment Programming" (Rockville, Maryland, July 16-17, 1986).
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—ADM-90-1537
Pub Date—90
Note—192p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adolescents, *At Risk Persons, Children, Delinquency, Foster Family, *Parent Background, *Prevention, Runaways, *Substance Abuse
Identifiers—*Children of Substance Abusers
This publication is based on papers and discussion from a technical review on etiology and prevention and treatment programming for special populations. Full transcripts were edited in preparing the reports of panel discussions and, in a few instances, phrases have been added to increase clarity. Four youthful populations (children of substance abusers, delinquents, foster children, and runaways) are focused upon in an effort to understand both their degree of risk for substance abuse and the etiologic factors involved in such risk. Intervention strategies and approaches consistent with the information available for each of the populations is described. Materials are presented in a panel format in which each author presents his or her paper, followed by comments by a reaction panel. Individual papers include: (1) "Special Populations: Etiology and Prevention of Vulnerability to Chemical Dependency in Children of Substance Abusers" (Karol L. Kumpfer); (2) "Delinquents and Drugs: What the Evidence Suggests about Prevention and Treatment Programming" (J. David Hawkins, Denise M. Lishner, Jeffrey M. Jenson, and Richard F. Catalano); (3) "Foster Family Treatment: A Model for Drug Abuse Prevention and Early Intervention" (Mark R. Weinrott); and (4) "The Adolescent Who Runs" (Edward D. Farber). In addition to papers and reaction panel comments, a post-panel discussion and the paper "At-Risk Populations–Some Suggested Directions" (Barry S. Brown and Arnold Mills) are included. (NB)

**ED 332 097**    CG 023 354
**National Drug and Alcoholism Treatment Unit Survey (NDATUS). 1987 Final Report.**
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—ADM-89-1626
Pub Date—89
Note—94p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Alcohol Abuse, *Alcoholism, Drinking, *Drug Abuse, *Drug Rehabilitation, National Surveys, *Prevention
This report presents the findings of the 1987 National Drug and Alcoholism Treatment Unit Survey, a national survey designed to measure the location, scope, and characteristics of drug abuse and alcoholism treatment and prevention facilities, services, and activities throughout the United States, including the District of Columbia, and the U.S. territories. An introductory chapter describes the background of the survey, the report format, characteristics of the reporting base, and data considerations and limitations. Chapter 2 examines utilization rates, locations of units, unit ownership, unit orientation, the annual unduplicated count of clients, client demographics, type of care, services provided, and estimates of the number of intravenous drug users among both drug abuse and alcoholism clients. Chapter 3 presents data on drug abuse clients and chapter 4 examines alcoholism clients. Since separate client matrices were used to collect data on drug abuse and alcoholism clients, the matrix data are presented separately in chapters 3 and 4. Chapter 5 looks at the funding and financial data, including estimates of costs per client. Appendix A contains a glossary of the terms used in the survey and Appendix B is the data collection instrument. Forty-eight data tables are included. (NB)

**ED 332 098**    CG 023 355
**Communities Creating Change: Exemplary Alcohol and Other Drug Prevention Programs 1990.**
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

Report No.—RP0768
Pub Date—90
Note—29p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcohol Abuse, *Drug Abuse, Models, *Prevention, *Program Effectiveness
This document describes the 10 Exemplary Programs in alcohol and other drug abuse prevention selected in 1990. The programs included provide models of state-of-the-art alcohol and drug abuse prevention programs that may be replicated or adapted by others. Illustrating a wide variety of approaches that are effective in diverse communities, the programs reflect practical plans of action that are yielding encouraging results in the ongoing effort to eradicate the abuse of alcohol and other drugs. The Exemplary Programs are arranged alphabetically by state and are followed by brief descriptions of the seven programs in the honorable mention category. For each Exemplary Program, a brief statement about the program is given, followed by the names, addresses, and telephone numbers for the agency, the names of the contact persons, the state director, and the state prevention coordinator. The agency clientele is described and major services are listed. Included are the following programs: (1) Asian Youth Substance Abuse Project (San Francisco, California); (2) Preschool Stress Relief Project (Atlanta, Georgia); (3) Aroostook Mental Health Center Prevention Project (Caribou, Maine); (4) Community Organizing For Prevention (Lincoln, Nebraska); (5) Primary Prevention in Public Housing (New York, New York); (6) Absentee Prevention Program (Monaca, Pennsylvania); (7) Alternatives For Teens (Middlebury, Vermont); (8) Early Drug Abuse Program (Montpelier, Vermont); (9) Leadership Project (Westminster, Vermont); and (10) Families And Schools Together (Madison, Wisconsin). (NB)

**ED 332 099**    CG 023 356
Adams, Edgar H.    And Others
**Overview of Selected Drug Trends.**
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—RP0731
Pub Date—Aug 89
Note—21p.
Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Adults, Cocaine, *Drug Abuse, *Drug Use, *Heroin, High Schools, *High School Students, Marijuana, National Surveys, Trend Analysis
Identifiers—*Phencyclidine
This document begins with a brief overview of findings from national surveys conducted by the National Institute on Drug Abuse which show increasing drug use throughout the 1970s and a decreasing trend in drug use during the 1980s. In spite of this decline, drug use in the U.S. is described as still constituting a major public health problem that is pervasive in extent, diverse in its manifestations, and constantly changing. This document presents data on drug use in the U.S. extracted from the 1988 National Household Survey on Drug Abuse, the 1988 High School Senior Survey, and the Drug Abuse Warning Network through December 1988. Summaries of the data from these studies is included in text and data tables which examine trends and demographics for the use of heroin and morphine, heroin and cocaine, cocaine, marijuana and hashish, and phencyclidine (PCP). (NB)

**ED 332 100**    CG 023 357
Tutunjian, Beth Ann
**An Annotated Publications List on Homelessness.**
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Report No.—HL41
Pub Date—Jun 90
Note—7p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcoholism, *Drug Abuse, *Drug Rehabilitation, *Homeless People, Mental Disorders, Public Policy, Research Methodology
This annotated publications list on homelessness contains citations for 19 publications, most of which deal with problems of alcohol or drug abuse among homeless persons. Citations are listed alphabetically by author and cover the topics of homelessness and alcoholism, drug abuse, public policy, research

methodologies, mental illness, alcohol- and drug-free living environments for homeless persons, alcohol and drug treatment services and programs, and homeless youth who use alcohol. (NB)

**ED 332 101**    CG 023 358
**AIDS/HIV Infection and the Workplace: NIDA Workgroup Report.**
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—ADM-90-1716
Pub Date—90
Note—46p.
Pub Type— Reports - General (140) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Chronic Illness, Drug Abuse, *Employee Assistance Programs, *Program Development, *Work Environment
In October 1989, the Division of Applied Research of the National Institute on Drug Abuse (NIDA) convened a panel of experts to assess whether the basic principles and approaches that have been used in the development of workplace drug abuse programs and community acquired immune deficiency syndrome (AIDS) education programs can be applied to addressing employer and employee needs regarding human immunodeficiency virus (HIV)/AIDS in the workplace. This document lists NIDA workgroup members, examines the issues addressed by the workgroup, and discusses workgroup recommendations. A section on background looks at HIV in the United States, AIDS in the workplace, various workplace responses and approaches, and drugs in the workplace. A section on issues addressed by the workgroup includes discussions of the economic impact of HIV/AIDS, the need to develop resources for small businesses, employee assistance programs, intervention strategies, barriers to developing workplace initiatives, the interface of HIV infection and drug abuse, evaluation, and future issues. The section on recommendations poses three basic questions still to be answered: (1) what interventions are actually delivered; (2) whether the interventions make a difference; and (3) what interventions or variations work better. References and a list of resources are included. Discussions of corporate, union, and federal initiatives are appended. (NB)

**ED 332 102**    CG 023 359
**What Works: Workplaces Without Drugs.**
Department of Labor, Washington, D.C.
Pub Date—Aug 90
Note—59p.
Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Drug Use, *Employee Assistance Programs, *Prevention, *Substance Abuse, *Work Environment
This document was written for anyone concerned about substance abuse in the workplace. It offers helpful advice to top management, supervisors, employee representatives, and workers. The first section discusses whether drugs in the workplace are a problem, the next section explains how to tell if employees have problems with drugs, and the third section discusses what can be done about the problem of drugs in the workplace. It is recommended that top management review organizational options, set the policy, and assign accountability. Supervisors are encouraged to confront workers with performance problems and to refer workers to employee assistance programs (EAPs) or other forms of assistance. It is suggested that employee representatives consult with management, that union representatives develop a member assistance program, and that workers themselves establish a system of peer referral. A section on alternatives to drugs in the workplace explores EAP options. Descriptions of 10 model programs and three sample policies are appended, along with drug fact sheets on cannabis, inhalants, cocaine, other stimulants, depressants, hallucinogens, narcotics, and designer drugs. A discussion of drug testing and list of resources are also included. (NB)

**ED 332 103**    CG 023 360
Finkle, Bryan S., Ed.    And Others
**Technical, Scientific and Procedural Issues of Employee Drug Testing: Consensus Report.**
National Inst. on Drug Abuse (DHHS/PHS), Rock-

ville, Md.
Report No.—ADM-90-1684
Pub Date—90
Note—103p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Drug Use, *Drug Use Testing, *Employees, *Personnel Policy

The Division of Applied Research of the National Institute on Drug Abuse sponsored a Consensus Conference at which key technical, scientific, and procedural issues of employee drug testing could be discussed. The conference, which included politicians and government officials; representatives of business, industry, and labor; and laboratory scientists and physicians, addressed four major subject areas related to testing guideline issues and three major areas of concern related to laboratory certification. The specific topics discussed, a synopsis of critiques developed from the proceedings, the consensus statements, and the recommendations to the Department of Health and Human Services (HHS) are included in this report. The report on scientific/-technical guideline issues focuses on analytical methods, specimen collection and reporting results, additional drug and cut-off levels, and the role of the medical review officer. For each of these areas, specific issues are identified, a critique is given, and consensus statements are made. The report on laboratory certification issues examines performance testing, laboratory inspections, and monitoring laboratory performance. A glossary of terms, a list of working group members, a list of consensus conference participants, and the HHS Mandatory Guidelines for Federal Workplace Drug Testing Programs are appended. (NB)

---

**ED 332 104**      CG 023 361
DuPont, Robert L., Ed.
Stopping Alcohol and Other Drug Use before It Starts: The Future of Prevention. OSAP Prevention Monograph-1.
Institute for Behavior and Health, Inc., Rockville, MD.
Spons Agency—Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; Pew Charitable Trusts, Philadelphia, PA.
Report No.—ADM-89-1645
Pub Date—89
Note—118p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescents, *Alcohol Abuse, *At Risk Persons, Drinking, *Drug Abuse, High Schools, High School Seniors, *Prevention

This document summarizes the rapidly growing body of knowledge about initiation of drug use and about how to stop it, especially for youth from high-risk environments. Sections 1 outlines the nature of alcohol and other drug (AOD) problems in the United States today, focusing on young people and the vulnerable years for starting AOD use, ages 12 through 20. Section 2 defines the AOD epidemic, looking at the size and character, trends, and consequences of the epidemic. Section 3 reviews the current state of knowledge about how to prevent AOD problems, examining what has been tried in targeted prevention programs, large-scale prevention programs, and individualized prevention efforts, and determining what works. Section 4 explores the evolving understanding of youths in high-risk environments. Risk factors are considered in the areas of genetics and the family, peer relations, psychological characteristics, biological influences, and community factors. Sections 5 and 6 analyze available prevention programs and describe the next steps in the nation's efforts to prevent AOD use by youths and thus to prevent AOD problems before they begin. References, figures, and tables are included. Draft checklists and a "Risk Check for Your Child" checklist are appended. (NB)

---

**ED 332 105**      CG 023 362
Resnik, Hank And Others
Youth and Drugs: Society's Mixed Messages. OSAP Prevention Monograph-6.
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
Report No.—ADM-90-1689
Pub Date—90
Note—182p.
Pub Type— Collected Works - General (020) — Reports - General (140)

---

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adolescents, *Alcohol Abuse, Drinking, Drug Abuse, *Drug Use, High Schools, High School Seniors, *Mass Media Effects, *Prevention, *Social Influences, Youth Problems

This document examines societal influences that promote the continued use of drugs, considering how "mixed messages" are sent to U.S. youth regarding the acceptable use of alcohol and other drugs (AOD). It analyzes public and private sector policies, practices, and regulatory initiatives aimed at reducing and eliminating alcohol and other drug problems. An introduction by Robert L. DuPont desribes the history of environmental approaches to the prevention of alcohol and other drug use. "Illicit Drug, Tobacco, and Alcohol Use Among Youth: Trends and Promising Approaches in Prevention" (Lawrence Wallack and Kitty Corbett) reviews the recent history of AOD abuse prevention efforts and concludes that a broad-based, comprehensive approach is needed. "On Drugs and Mass Media in America's Consumer Society" (Todd Gitlin) argues that drug use is a predictable consequence of U.S. culture's emphasis on consumerism and immediate gratification. "Stories That Hurt: Tobacco, Alcohol, and Other Drugs in the Mass Media" (George Gerbner) summarizes research on the interrelation of drugs and the mass media and offers insights into the conflicts underlying mass media messages about drugs. "Drug Availability in a Public Health Perspective" (James F. Mosher) focuses on the availability of alcohol, tobacco, and marijuana, contending that new regulatory and legal policies should be considered that address all levels of drug availability. The document concludes with an epilogue, "Creating Drug-Free Environments: Beyond and Back to the Individual" by Raymond P. Lorion. (NB)

---

**ED 332 106**      CG 023 363
Rolett, Virginia, Ed. Kinney, Jean, Ed.
How To Start and Run an Alcohol and Other Drug Information Centre: A Guide.
Dartmouth/Hitchcock Medical Center, Hanover, NH.; Substance Abuse Librarians and Information Specialists.
Spons Agency—Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; World Health Organization, Geneva (Switzerland).
Report No.—ADM-90-1673
Pub Date—90
Note—110p.
Available from—National Clearinghouse for Alcohol and Drug Information, P. O. Box 2345, Rockville, MD 20852 (Stock no. BK-169).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Alcohol Abuse, *Alcoholic Beverages, Drinking, *Drug Use, *Information Centers, *Program Development, *Program Implementation

This guide was designed to help individuals interested in organizing alcohol and other drug information, but who are not trained in library science. It offers basic suggestions for organizing a small collection of alcohol and other drug information using only techniques that do not require the purchase of any specialized equipment or supplies. It begins with a glossary of terms and an introduction that explains what an information center is. Chapter 1 identifies three types of services usually offered by information centers (lending materials, document delivery, and reference services) and suggests activities helpful in providing these services. Chapter 2 focuses on the tasks and duties of the center's professional and clerical staff. Chapter 3 looks at space, furniture, and equipment; chapter 4 considers the focus of the collection and the types of materials in the center; and chapter 5 concentrates on getting materials from local and national sources. Chapters 6 and 7 focus on organization: how to organize the shelves and how to organize the subject files. Chapters 8, 9, and 10 focus on guidelines for providing services, how to promote the center, and evaluation, respectively. A bibliography contains citations for books and articles on running an information center, alcohol and drug periodicals for the basic collection, core reference books and documents, and relevant addresses. The guide concludes with 31 pages of sources of assistance. (NB)

---

**ED 332 107**      CG 023 364
Berry, R. Ladson And Others
"What Can We Do about Youth Suicide?"

---

Pub Date—20 Apr 90
Note—11p.; A series of three papers presented at the Meeting of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
Pub Type— Speeches/Meeting Papers (150) — Collected Works - General (020)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Depression (Psychology), Prevention, Problem Solving, School Psychologists, School Role, Secondary Education, *Secondary School Students, *Suicide, *Youth Problems

This document contains three related papers addressing the issue of youth suicide. "Youth Suicide: An Investigation of Ideation, Prevalence, Depression and Student Awareness" (R. Ladson Berry) presents results from a survey of 283 junior high and high school students in South Carolina public schools. Findings are reported that revealed a significantly higher mean total score on the Reynolds Adolescent Depression Scale (RADS) for students who had attempted suicide than for those who had not, a high level of awareness among peers about suicide and students who had attempted suicide, and a large number of students who had inaccurate information and/or beliefs about suicidal behavior and ideation. "Youth Suicide: Assessment Issues" (Judith D. Pearson) uses results from the first paper to suggest that the RADS may be a useful screening measure for identifying potentially suicidal students if used in conjunction with other information. It explores assessment of lethality and issues related to legal considerations. "A Caring Approach to Youth Suicide...Prevention, Intervention and Postvention" (Susan H. Baker) describes a manual designed specifically for secondary school educators on prevention, intervention, and postvention and provides information on how to order the manual. (NB)

---

**ED 332 108**      CG 023 365
Bachman, Jerald G. Schulenberg, John
Part-Time Work among High School Seniors: How Much Is Too Much?
Pub Date—16 Apr 91
Note—57p.; Paper presented at the Society for Research in Child Development Biennial Meeting (Seattle, WA, April 18-21, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—High Schools, *High School Seniors, National Surveys, *Part Time Employment, Sex Differences, *Student Employment, Working Hours

This document reports findings from data collected from large nationally representative samples of high school seniors in the classes of 1985-1989 as part of the Monitoring the Future project. Its primary focus is on the possible costs and benefits of part-time work among high school seniors. The focus of the report is on three psychosocial themes: problem behaviors (drug and alcohol use, aggression, victimization); time use (sleep, exercise, recreation); and subjective experiences (satisfaction, self-esteem). Results are presented which revealed that hours of work were positively correlated with smoking cigarettes, drinking alcohol, using illicit drugs, interpersonal aggression, theft, trouble with police, arguments with parents, victimization, lack of sleep, lack of exercise, and truancy, and negatively correlated with seniors' satisfaction with the way their leisure time was spent and the amount of fun they had. It is also noted that self-esteem showed practically no correlation with hours worked. The document concludes that the interpretation of these findings is difficult since long working hours (and high earnings) are reactions to other factors, some of which may be pre-existing problems. It is suggested that policies aimed at curbing hours or earnings should be viewed with caution at this point. Two tables and 33 figures are included. (NB)

---

**ED 332 109**      CG 023 366
Holle, Kimberly Ann
Single Mothers by Choice and Inwedlock Mothers: Sex-Role Orientation, Locus of Control, and Social Support.
Pub Date—7 Oct 88
Note—33p.; Paper presented at the Second Annual Conference on the Family (Worthington, Ohio, October 7, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Locus of Control, *Mothers, *Nu-

clear Family, *One Parent Family, *Sex Role, *Social Support Groups

Identifiers—*Single Parents, Unmarried Parents

An emerging family constellation is the family headed by a "single mother by choice," a structure in which both single marital status and parental status are chosen. This study was conducted to determine whether single mothers by choice (N=12) differed significantly from inwedlock mothers (N=18) regarding their childbearing decisions. Both groups of mothers completed the Bem Sex-Role Inventory (BSRI), the Internal Control Index (ICI) and the Norbeck Social Support Questionnaire (NSSQ). Single mothers by choice and inwedlock mothers were compared on the impact of the cultural forces of persistence (sex-role orientation and locus of control) on the childbearing decision-making process components (the desire to parent and professional concerns), and on the structural forces of persistence on the childbearing decision-making components (social support and economics), rather than on the forces of origination of the variant lifestyle. The findings revealed that inwedlock and single-by-choice mothers differed more by the cultural than by the structural forces of persistence. (NB)

**ED 332 110**                    CG 023 367

*Peters, Donn W.*

A Comparison of Some Portions of the Developmental Theories of Daniel N. Stern and Margaret S. Mahler.

Pub Date—May 91

Note—62p.; Doctoral paper, Biola University.

Pub Type— Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Developmental Psychology, Developmental Stages, *Infants, *Personality Development, *Social Development

Identifiers—*Interpersonal World of the Infant (Stern), *Mahler (Margaret S)

This paper discusses Daniel N. Stern's (1985) work, "The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology," with respect to its implications for theory on infant psychosocial development. The paper focuses on two areas: the reconceptualization of psychoanalytic developmental psychology, and the impact on psychoanalytic metatheory. The discussion is limited to Stern's first stage of development, The Emergent Self. Implications of infant observational research in general and Stern's work in particular for the reconceptualization of infant psychosocial developmental theory are discussed. The works of Heinz Hartmann, Rene Spitz, and Margaret Mahler are reviewed. A discussion of some methodological changes implemented by Stern is followed by an analysis of the research Stern cites in support of his concept of the Emergent Self. Implications for psychoanalytic metatheory are then discussed. Stern's Emergent Self is contrasted to Mahler's stages of normal autism and symbiosis. The conflict between Stern's and Mahler's works is discussed using drive/structural and relational/structural models. (Author/LLL)

**ED 332 111**                    CG 023 369

*Keller, John W. And Others*

The Evolution of a Career Development Program.

Pub Date—[May 91]

Note—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Career Development, Higher Education, Program Development, School Counseling

This paper discusses the development and evolution of a Career Development program in effect for the past 20 years at the University of West Florida in Pensacola. The Career Life and Planning (CLP) course is offered as a two semester hour class, with emphasis on career preparation via development of a resume and practicing the job interview through simulated interviews. The course format follows a sequential process approach. Graduate student facilitators implement structured exercises in small groups. The program director continually keeps the course current by attending career conferences, reviewing pertinent literature, and evaluating the program's effectiveness. Over the years, the CLP format has been adopted across a variety of settings and age groups. Most recently the model has been applied to minority populations. While the course format has been modified based on the target population, the basic essentials of successful career plan-

ning and preparedness remain the hallmark of the course, namely: (1) self-knowledge; (2) exploring career options; (3) career decision-making; (4) resume preparation; (5) job interviewing skills; and (6) lifelong career options. Career counselors gain a high level of expertise in the career planning process through continuing education in vocational testing, personality assessment, and familiarity with career guidance. (LLL)

**ED 332 112**                    CG 023 370

*Dinkmeyer, Don McKay, Gary D.*

The Parent's Handbook: Systematic Training for Effective Parenting. Third Edition.

Report No.—ISBN-0-88671-298-X

Pub Date—89

Note—109p.

Available from—American Guidance Service, 4201 Woodland Road, Circle Pines, MN 55014 ($11.95; quantity discounts).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Rearing, *Communication Skills, *Parent Child Relationship, Parent Education, *Parenting Skills, Parent Role

Identifiers—*Systematic Training for Effective Parenting

Systematic Training for Effective Parenting (STEP) provides a practical approach to parent-child relations. The handbook is organized into nine sessions that are meant to be taken for a week at a time. Chapter 1 asserts that all behavior occurs for a social purpose. Four goals of misbehavior, and four basic ingredients for building positive relationships are discussed. Chapter 2 considers three topics: emotions, lifestyle, and the "good" parent. Differences between the "good" parent and the responsible parent are outlined. Chapter 3 looks at the role of encouragement in building the child's self-confidence and self-esteem. Chapter 4 covers the parent's ability to listen to their children. Skills for communications such as reflective listening, and responding to nonverbal messages are discussed. Chapter 5 continues topics associated with the communication process. Included here are exploring alternatives, problem ownership and I-messages. Chapter 6 looks at an alternative to reward and punishment called natural and logical consequences. This system holds children responsible for their own behavior. Chapter 7 outlines some of the challenges encountered by most parents, and chapter 8 advocates a regularly scheduled meeting of all family members. Chapter 9 discusses issues related to putting the STEP plan into action. Questions, charts, and a problem situation follow each chapter, and information is provided for joining a STEP support group. (LLL)

**ED 332 113**                    CG 023 371

*Chambliss, Catherine*

Effects of Maternal Employment on Perceived Parental Sex-Role Characteristics.

Pub Date—91

Note—12p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Employed Parents, Family Relationship, Higher Education, *Mothers, *Role Perception, *Sex Role, *Sex Stereotypes, *Student Attitudes

This study investigated young adults' (N=88) perceptions of their parents' sex role characteristics on the basis of maternal employment status. The object of the study was to assess whether an employed mother's nontraditional role affected perceptions of her sex-role characteristics and those of her husband. In addition, the study looked at the relationships among parental sex-role characteristics, family conflict, and negative attitude toward maternal employment. The test packet used in this study consisted of three separate questionnaires, along with a page designed to obtain background information about each subject. The three questionnaires were: the Childhood Appraisal Scale; two subscales of the Minnesota Counseling Inventory (MCI); and the BEM Sex Role Inventory. A relationship was found between maternal masculinity and paternal femininity, which suggests that mothers who are perceived as more instrumental tend to have husbands who are seen by their children as more emotionally expressive and nurturant. Children from two-paycheck families perceived traditional sex-role differences between their parents, seeing mothers as more feminine and fathers as more masculine. Mothers in these families were also

perceived as more closely approximating the feminine ideal than fathers were viewed as fulfilling the masculine ideal. Paternal femininity was significantly associated with less problematic family relationships and a reduced tendency to blame negative outcomes on maternal employment. The association between both maternal femininity and masculinity, and more positive family relationships and less blaming of maternal employment suggests that both sets of maternal qualities facilitate two-paycheck family functioning. (LLL)

**ED 332 114**                    CG 023 372

*Ellenwood, Audrey E. And Others*

Runaways: A Silent Crisis.

Pub Date—Apr 91

Note—10p.; Paper presented at the National Conference on Troubled Adolescents (Milwaukee, WI, April 12, 1991).

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Objectives, *Ecological Factors, Intervention, *Prevention, *Runaways

This paper discusses several factors that contribute to running away, characteristics of runaways, and approaches to dealing with runaway youth. The decision of a youth to run away is usually the climax of several smaller events that have built over time and contribute to the youth's feeling out-of-control at home, in school, and in society. Peers are highly influential in a youth's decision to run. While runaways seek a more tolerable existence, their hopes and dreams diminish as they try to fulfill even their most basic needs of food and shelter. Runaways' economic and emotional dependencies have been associated with a host of problems such as theft, sexual promiscuity, prostitution, and drug use. Because the dimensions of the problem of runaway youth are not well understood, it is impossible to prescribe precise interventions. A runaway has three primary options to consider: (1) returning to the family; (2) living in a foster or group home; or (3) remaining on the streets. Whatever the choice, it will have a major impact on the runaway's life. Without support or counsel the first two will be problematic solutions. If the third option is elected the chances of successful adaptation to society will become increasingly remote. Mental health professionals and school personnel can provide or arrange individual and family interventions, offer support and encouragement, and, therefore, can help the youth communicate, cope, and adjust. (LLL)

**ED 332 115**                    CG 023 373

*McLaughlin, Peter J. And Others*

Mentally Tough: The Power To Do Your Best.

Pacific Mountain Private Industry Council, Olympia, WA.

Spons Agency—Department of Labor, Washington, D.C.

Report No.—ISBN-0-96-27382

Pub Date—90

Note—151p.; For teachers' guide see CG 023 374.

Available from—Pacific Mountain Private Industry Council, 2617-A 12th Court, S.W., Olympia, WA 98502-6045 ($7.95; quantity discounts).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Educational Methods, High Schools, High School Students, Junior High Schools, Junior High School Students, *Motivation Techniques, Performance Factors, *Success

The principles of Mentally Tough were developed to help professional athletes to do their best each time they went out to play. This book brings these strategies to junior and senior high school students. The exercises and activities are intended to teach students how to control their energy level and emotional states so they can always perform their best. The principles of Mentally Tough cut across many disciplines: health, sports, science, critical thinking, life planning, and others. The book is divided into three parts. Part 1 describes what is meant by mentally tough. Chapters in this part include "Performing," "The Ideal Performance State," "All The Drugs You'll Ever Need," and "Fueling Up." In this part, neurotransmitters and energy levels are described. Part 2 describes peak performance, and offers five tools for achieving that goal: breathing, exercise, food, laughing, and visualization. Suggestions are provided for using these tools to obtain desired energy levels. Part 3 describes how to put all of the previous concepts to work. Chapters in this part include one-minute rituals, motivation, and challenges. The book uses an adolescent-oriented

style and language, and contains practical experiments for trying out the principles learned. (LLL)

**ED 332 116**                                CG 023 374
**Mentally Tough: The Power To Be Your Best. Teachers' Guide.**
Pacific Mountain Private Industry Council, Olympia, WA.
Pub Date—[90]
Note—58p.; For student manual see CG 023 373.
Available from—Pacific Mountain Private Industry Council, 2617A 12th Court, S.W., Olympia, WA 98502-6045.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Educational Methods, High School Students, Junior High School Students, *Motivation Techniques, Performance Factors, Secondary Education, *Success, Teaching Guides
Identifiers—Mentally Tough Principles

This guide for teachers is designed to be used with the Mentally Tough principles for junior and senior high school students. Each chapter in the teacher's guide parallels a chapter in the book for students. The activities suggested in each chapter cover a variety of skill areas and will accommodate a variety of learning styles. They are grouped into four sections: (1) activities; (2) ongoing challenge; (3) success stories; and (4) journal suggestions. The activities section contains lists of activities teachers can do with students to enhance students' understanding of the material in the book. The ongoing challenge suggestions are designed to help students put the Mentally Tough principles to immediate use. Chapter 1 of the teacher's guide asks the students to pick one area in which they would like to see their performance improve. Each subsequent chapter of the teacher's guide contains an activity designed to help students apply what they have learned to the ongoing challenge. In order to encourage students to put what they have learned into practice, every chapter of the teacher's guide includes suggestions for sharing success stories. Having students keep a journal throughout the experience is recommended to help students become aware of the factors that affect their performance. Journal suggestions are included in each chapter to help students begin writing, and the teacher's guide provides tips for helping students get started. (LLL)

**ED 332 117**                                CG 023 375
*Tashakkori, Abbas*
**Racial Differences in the Structure of Self-Esteem in Early Adolescence: An Attitudinal Approach to Measurement and Conceptualization.**
Pub Date—Apr 91
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Attribution Theory, Black Students, Intermediate Grades, Junior High Schools, Middle Schools, *Racial Differences, Self Concept Measures, *Self Esteem, Self Evaluation (Individuals), White Students
Identifiers—*Middle School Students

This study examined distinctions between self-esteem as a general attitude of self and the underlying self-beliefs which link the self with a positively or negatively valued attribute. It was hypothesized that black adolescents would have higher scores on the general self-esteem measure, while they would not have have higher scores on all specific self-belief components. The overall self-esteem, as well as specific self-belief components were measured in a sample of 305 black and 338 white middle school students in two small southern towns. As expected, blacks had significantly higher scores on self-esteem. However, considerable differences emerged between the two groups on a few specific self-belief components. Greatest differences in favor of blacks pertained to self-beliefs about one's appearance and attractiveness, followed by beliefs about one's physical abilities and academic self-beliefs about reading. The reverse direction was present in relation to self-beliefs that reflected control of events. Smaller internal attributions, greater powerlessness, smaller attributions of success and failure to ability, and greater attributions of success or failure to chance and task difficulty among blacks were examples of these. Although the results provide some support

for the hypothesis, the support is not as strong as suspected. There is a need for testing other explanations, such as the possibility of using different self-evaluative frames of reference by black and white adolescents. (Author/LLL)

**ED 332 118**                                CG 023 376
*Bars, Donald R.  And Others*
**The Use of Evoked Potential Studies in the Identification of Explosive Adolescents.**
Pub Date—Apr 91
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Aggression, *Anger, At Risk Persons, *Behavior Disorders, *Clinical Diagnosis, Early Intervention, Hostility, *Identification, Predictor Variables, *Psychopathology, Symptoms (Individual Disorders)
Identifiers—*Explosive Behavior

The focus of this study was on the identification of adolescents with physiologically based extreme behavior problems (explosive, hostile, aggressive type) through the use of evoked potential studies. Through interviews two distinct types of explosive behavior were identified based upon how individuals came out of the rage or explosive period. In one group, the individuals tended to be more disoriented and less aware of where they were and what happened. In the second group, individuals were able to recall their actions, yet were unable to exert control over their escalating behavior. An ex-post facto study evaluated the computerized auditory evoked potentials, visual evoked potentials, and electroencephalograms of 71 explosive adolescents. Preliminary findings indicated there were major differences between the explosive population and the control group in the areas of occipital response as well as deep negative responses in the frontal areas. The characteristics of these groups were so recurring that it is believed that by using them as markers it is possible to electrophysiologically identify those students who may potentially exhibit explosive behavior. It appears that the same intense occipital and temporal responses are evident at times in children 4 to 7 years old who may, or may not, have started exhibiting explosive tendencies. If individuals can be identified at this early age, it may then be possible to control the explosive behavior more effectively. (LLL)

**ED 332 119**                                CG 023 377
**Adolescent Health–Volume 1: Summary and Policy Options.**
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No.—OTA-H-468
Pub Date—Apr 91
Note—202p.
Available from—Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325 (S/N 052-003-01234-1, $9.50).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Adolescents, At Risk Persons, *Child Health, Federal Legislation, Federal Programs, Government Role, *Health Needs, Health Services, Minority Groups, Poverty, Public Policy, Research Needs, Rural Youth

This report is part one of three volumes to be published by the Office of Technology Assessment (OTA) in response to the request of members of Congress to review the physical, emotional, and behavioral health status of contemporary U.S. adolescents, including adolescents in groups who might be more likely to be in special need of health-related interventions. These groups include adolescents living in poverty, those from racial and ethnic minority groups, and those living in rural areas. The report identifies risk and protective factors for adolescent health problems and integrates national data in order to understand the clustering of specific adolescent problems. It also evaluates options in the organization of health services and technologies available to adolescents, including accessibility and financing. Options in the conduct of national health surveys to improve collection of adolescent health statistics are assessed, and gaps in research on the health and behavior of adolescents are identified. This volume summarizes the findings of OTA's report and presents the policy options arising from OTA's analysis. First it presents the major findings and policy options. Then it summarizes specific

findings and additional policy options from chapters in volumes two and three of the report. Finally, it presents a discussion of selected barriers to and opportunities for change. A table of contents listing the chapters and appendices in volumes two and three is included in the appendix. (LLL)

**ED 332 120**                                CG 023 378
*Woods, Nathaniel*
**A Study To Determine the Drinking Patterns and Related Behaviors of SEEK Program Students. Societal Factors.**
Pub Date—Jul 85
Note—81p.; Doctoral practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Alcohol Education, *Behavior Patterns, *College Students, *Drinking, Program Development, Sex Differences, Student Attitudes, Two Year Colleges

This study was aimed at determining the need for development of an alcohol education program for Search for Education, Elevation, and Knowledge (SEEK) students at New York City Technical College. College students (N=105) were surveyed to assess preferences for beer, wine or liquor; frequency of consumption; reasons for drinking; and the consequences of alcohol abuse. Also included was the initial use. Eighty percent of the SEEK students were found to use alcohol in varying amounts on social occasions. Beer was the preferred drink for males and wine and liquor were the preferred drinks for females. Beer was also the preferred alcoholic beverage for more than half the users in this sample. As related to alcohol abuse, 38% of the respondents reported sickness as a consequence, 10% missed classes, and 7% reported having conflict with friends of the opposite sex. The majority (76%) of the respondents gave sociability as the main reason for drinking alcohol. The next highest reasons given were enjoyment of taste and to combat shyness. Most of the respondents reported they started using alcohol before entering college. Overall, the data indicated significant differences between males and females in the choices of alcoholic beverages, frequency of use, and quantities consumed. It was concluded that some form of programming in the responsible use of alcohol is currently needed for students in SEEK while attending the college. (Author/LLL)

**ED 332 121**                                CG 023 379
*Siehl, Peterann M.  Moomaw, Robert C.*
**School Counselor Attitudes and Referral Practices When Working with Suicidal Adolescents.**
Pub Date—Apr 91
Note—15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Competence, *Counselor Attitudes, Counselor Qualifications, *Counselor Role, Elementary Secondary Education, *Referral, *School Counselors, Self Evaluation (Individuals), Sex Differences, *Suicide
Identifiers—*Adolescent Suicide

This study examined the attitudes, knowledge, comfort, and referral levels of school counselors in relation to working with suicidal adolescents. Subjects were 213 school counselors divided among elementary, junior high, and high school settings. Most of the counselors (92%) were found to be more comfortable assessing suicidal risk if a team approach was used, and most (97%) were comfortable referring suicidal clients to other professionals and outside agencies. A significant difference was also indicated when counselors had a high education level and had experienced a suicide sometime in their lives. Sixty-six percent of the sample responded that their skills were not strong enough to help a suicidal client, while 42% stated that they felt they might make a mistake in working with a suicidal client. Sixty-eight percent of the population surveyed felt it was best to refer any client at the mere mention of suicide. Assessment knowledge, determined by case study analysis revealed that females assessed correctly at a higher rate than males on a high risk client, while males assessed low risk clients at a higher level. Assessment improved as counselors became more experienced. It was concluded that school counselors refer suicidal adolescents at an extremely high rate due to their own

discomfort in working with suicidal adolescents even when training, experience, and knowledge levels are high. (LLL)

**ED 332 122**　　　　CG 023 380
**What America's Users Spend on Illegal Drugs. An Office of National Drug Control Policy Technical Paper.**
Office of National Drug Control Policy, Washington, DC.
Pub Date—Jun 91
Note—48p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cocaine, *Cost Estimates, Drug Abuse, *Heroin, Higher Education, High Schools, *Illegal Drug Use, *Incidence, *Marijuana, Trend Analysis

Two approaches were used to estimate the amount of illicit drugs consumed and available for consumption in the United States. Estimates of the number of drug users were multiplied by estimates of the average amount of drugs consumed. Then the supply of drugs available for consumption was examined by estimating the amount of drugs that enters the United States and escapes seizure. Prevailing retail prices were used to convert drug amounts to dollar value when sold to final users. The results indicated Americans spent approximately $18 billion on cocaine, $12 billion on heroin, $9 billion on marijuana, and $2 billion on other illegal drugs in 1990. Retail sales of both cocaine and marijuana appeared to have fallen by about 24% from 1988 to 1990, while retail sales of heroin seem to have fallen slightly less, by about 22%. Approximately 263-443 metric tons of cocaine were available for domestic consumption. The net effect of increases in both production and foreign and all seizures has been a 22% decrease in the amount of cocaine available for consumption in the United States between 1988 and 1990. Estimates are reliable enough to imply that the trade in illicit substances is immense, roughly $40 billion to $50 billion. The social costs from drug consumption greatly exceed the amount spent on illicit drugs themselves. (ABL)

**ED 332 123**　　　　CG 023 381
*Napchen, Sheri*
**Conferencing with Individual Students To Gain Insight and Guide Learning.**
Pub Date—[88]
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Change, Change Strategies, Counseling Effectiveness, *Individual Counseling, Intermediate Grades, *Teacher Student Relationship

This study examined conferencing as a classroom management tool in an attempt to determine if working one-on-one for brief periods of time with students would improve their behavior in the classroom. Pre- and post-observations were made using a scale devised to determine the quantity and type of on and off-task behaviors. Three students were studied: one highly involved in classroom activity, one average, and one who was not very involved. Between the pre- and post-observations, conferences were conducted with each student individually over a period of 3 weeks. It was predicted that conferencing with students would decrease their off-task behaviors by targeting and discussing them and by giving them the special attention they needed. Although the post-observation numbers showed that behaviors after the short period of conferencing did not undergo considerable change, the numbers cannot reflect the depth and breadth of what can be learned from talking one-on-one with the students. The limited time available for this project did not allow for significant behavioral change to be demonstrated, but the value of the conferences was evident in what was learned about the students personally, about their likes and dislikes, and about what motivated these children. (Author/LLL)

**ED 332 124**　　　　CG 023 382
*Delicio, Gail C. And Others*
**The Effects of Context on Correlates of Adolescent Alcohol Abuse.**
Pub Date—Apr 91
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-

Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Alcohol Abuse, Correlation, Elementary School Students, Grade 6, Grade 8, Grade 10, Grade 11, Individual Differences, Intermediate Grades, Models, Preadolescents, Predictor Variables, Secondary Education, Secondary School Students, Student Behavior, *Student Characteristics

This study investigated whether alcohol use by public school students differs in its relationship to other variables when analyzed on the individual level versus the aggregated group level. The study presents a model and a set of analytic techniques for studying the ways that school and individual variables relate to adolescent alcohol abuse. Recently developed Hierarchical Linear Model procedures were used to estimate and test the school-level contextual effects, controlling for the student-level variables. The analyses are based on 61 schools, with 10,344 students from 6th, 8th, 10th, and 11th grades. The student outcome, abuse, is the level of alcohol abuse determined by multiplying the frequency of alcohol use by the extent to which the student gets "high" when using alcohol. The two student-level determinants in the within-school model are social, reflecting how much the student socializes with friends, and good, the degree to which the student fits the traditional stereotype of good by getting good grades, staying out of trouble, attending church, and talking with parents about problems. The estimated social effect in this model is positive, indicating that more socializing is associated with more abuse, while a negative coefficient for good suggests that increasing goodness is associated with decreasing abuse. The predicted effect of social on abuse was generally positive, and the predicted effect of good was generally negative. (The effects are represented graphically.) (LLL)

**ED 332 125**　　　　CG 023 383
*Storm, Anne-Marie*
**Natural Helpers: The Differences in Views of the Male and Female Participants.**
Pub Date—[91]
Note—75p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beliefs, Grade 7, Grade 8, *Helping Relationship, Junior High Schools, Middle Schools, *Peer Counseling, Prevention, *Sex Differences, Substance Abuse
Identifiers—*Middle School Students

This study explored the differences in views of male and female participants in the Natural Helpers program. The program was developed primarily to serve middle and high school students who want to increase their helping and communication skills so they can better help and support others. The central Virginian school in the study had received a grant, part of which included this peer-helping program. Seventh and eighth grade students participated. Two surveys were administered, one before and one after the training retreat. Overall, the male and female natural helpers had many of the same views on the program and on their role as a natural helper. There were some notable differences. Males expected to learn how to better help their friends from the retreat where females expected to get to know other natural helpers, students as well as teachers. Also, where the females were first unsure of their helping skills, they later had the confidence that they could help their friends in some way. The males, on the other hand, were first sure of their helping skills and later recognized their limitations. Other findings include the indication that females were more comfortable in sharing and talking about their feelings, and females more than males had dealt with a suicidal friend. (Author/LLL)

**ED 332 126**　　　　CG 023 384
*Miller, David J. And Others*
**Comparison of Symptom Distress between World War II Ex-POWs and Vietnam Combat Veterans with Post Traumatic Stress Disorder.**
Pub Date—Aug 90
Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Anxiety, Emotional Disturbances, Emotional Problems, Psychological Patterns, *Stress Variables, *Veterans, *Vietnam Veterans, *World War II

Identifiers—*Posttraumatic Stress Disorder
It has been documented that exposure to severe and prolonged stress can result in emotional disturbances which may last for decades. Research has focused on the diagnosis of Post-traumatic Stress Disorder (PTSD), symptoms of which include flashbacks, increased startle response, interpersonal withdrawal, suspiciousness, impulsivity, and irritability. This study compared veterans (N=120) from World War II (WWII) and the Vietnam War with and without the diagnosis of PTSD. The Symptom Checklist 90-Revised version was completed by WWII veterans who had been prisoners of war (POWs) (N=30) and met the criteria for PTSD; WW II veterans (N=30) who did not meet the criteria for PTSD; Vietnam combat veterans (N=30) diagnosed with PTSD; and non-PTSD Vietnam combat veterans (N=30) who had been treated for other psychiatric disorders. Both WWII and Vietnam combat veterans with PTSD reported greater distress than non-PTSD veterans. Vietnam combat veterans with PTSD reported significantly greater global distress, and obtained greater distress scores on 8 of 9 subscales of the Symptom Checklist 90-Revised than the WWI ex-POWs. The two groups rated their anxiety levels about the same. Only on the somatization scale, which measures physical symptoms distress and concerns, did ex-POWs score higher, which is consistent with greater age and associated physical complications. Thus it appears that veterans with PTSD who had different combat and cohort experiences may not present the same symptom pictures. (BHK)

**ED 332 127**　　　　CG 023 385
*Mauk, Gary W.*
**Adolescent Suicide Postvention in Schools: Managing Grief of Peer Survivors.**
Pub Date—Apr 91
Note—33p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Coping, *Counseling Techniques, Death, Grief, Group Counseling, *Prevention, *School Role, Secondary Education, *Suicide
Identifiers—*Adolescent Suicide, Suicide Survivors

During 1988 there were 4,929 deaths by suicide among persons 15 to 24 years of age in the United States, making suicide the third leading cause of death in this age group, following accidents and homicide. Adolescent suicide is a particularly toxic form of death for the peers who are left behind. A "survivor of suicide" is defined as someone who is left behind to deal with the psychological distress and daily turmoil in the aftermath of a suicide. Adolescent survivors of suicide suffer in at least three ways: (1) they are grieving for someone who died; (2) they are suffering from a traumatic experience–in fact they are victims of Post Traumatic Stress Disorder; and (3) they are socially obstructed from talking about suicide, thereby impeding healing that comes with normal mourning. The death of an adolescent by suicide presents a unique opportunity for healing and nurturance, particularly within the school setting. Time-limited group postvention with peer survivors of an adolescent suicide is a promising practice for helping survivors to process adequately the anger, guilt, and shame which can dominate their lives. Postvention is that process after a suicide, during which an individual and/or a family works toward emotional and psychological recovery and readjustment to healthy living. It includes the provisions of interventions combining education and treatment to prevent bereavement complications for individuals left behind. (Author/BHK)

**ED 332 128**　　　　CG 023 386
*Mauk, Gary W. And Others*
**A Survey of School Counselors of Early Adolescents in Utah.**
Pub Date—Apr 91
Note—17p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Counselor Role, *Guidance Programs, Intermediate Grades, Junior High Schools, Junior High School Students, Middle Schools, Preadolescents, *School Coun-

seling, *School Counselors, *State Surveys
Identifiers—*Middle School Students, Utah

Support services in the schools, such as guidance counseling, have been and are necessary and integral components of an ever-changing educational agenda. Guidance remains a vital responsibility of education. This study collected a variety of job-related and professional information from counseling personnel (N=147) who provided services to early adolescents in the middle level schools of Utah. The 21-page questionnaire addressed the following areas: counselor titles, qualifications, and experience; counselor perceptions regarding adolescence and support for their work; counseling services and techniques; and perceptions of and recommendations to state-level education agencies. The results of this survey illuminated several obstacles to the effective provision of counseling services in the middle level schools of the State of Utah as well as highlighted areas of focus for general counseling service reform of the state. The average student-counselor ratios were reported as being 41% above the recommended student caseload as specified in the Northwest Association for Schools and Colleges. Over 67% of the counselors perceived themselves as more of an administrator than counselor. Lack of parental support, money, time, and guidance, as well as ill-defined roles were listed as problem areas. (Recommendations for program improvement are included.) (BHK)

**ED 332 129**                    CG 023 387
*Graves, Pirkko L. And Others*
**Psychological Predictors of Mortality: Evidence from a 41-Year Prospective Study.**
Pub Date—Mar 91
Note—26p.; Paper presented at the Society of Behavioral Medicine Scientific Sessions (12th, Washington, DC, March 20-23, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Death, *Etiology, Higher Education, Longitudinal Studies, Medical Schools, *Medical Students, Pathology, Physiology, *Predictor Variables, Psychological Patterns

The Precursors Study, initiated in 1946, has focused on searching for links between psychological patterns and future disease and death. Gathering a broad spectrum of psychobiological characteristics from a large group of medical students, this study has continued year after year. This study examined the role of psychological factors on mortality, especially on early deaths since deaths that occur later in life may be more influenced by organic processes due to aging. A total of 1,337 Johns Hopkins medical students (1,216 male, 121 female), who were enrolled in classes graduating between the years 1948 through 1964, were administered a wide variety of physical, physiologic, and psychological tests, among the latter the Habit Survey and Family Attitudes questionnaires. Since graduation, the subjects have been followed annually through the use of mailed questionnaires and telephone interviews to determine overall health. Results suggest a greater risk of mortality is associated with lack of closeness to parents and with a Tension-In type of temperament. This risk was especially evident for early mortality, defined as death before age 50. In the future when numbers of deaths from a single cause accumulate, it may become possible to pinpoint the contributions of psychological factors to mortality with greater specificity. (BHK)

**ED 332 130**                    CG 023 388
*Dembrowsky, Constance H.*
**Developing Self-Esteem and Internal Motivation in At-Risk Youth.**
Pub Date—23 Mar 90
Note—34p.; Paper presented at the Annual Conference of the National Council for Self-Esteem (2nd, Orlando, FL, March 23-25, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Counseling Techniques, Counselors, Elementary Secondary Education, *High Risk Students, Locus of Control, *Motivation Techniques, *Role Models, *Self Esteem, Teachers

Educators are meant to chip away the defensive facades so many at-risk student build around themselves so that the achiever inside can be released. Teachers, counselors, and administrators can help at-risk students claim self-esteem; move away from external to internal source of motivation; and take responsibility for their own lives by employing five techniques: (1) developing the kind of positive edu-

cator/student relationship that enables students to make commitment to their own growth; (2) focusing on methods for "stretching" a strength rather than remediating a weakness; (3) replacing negative expectations of students with positive ones; (4) learning to facilitate, rather than tell or direct, changes in behavior, which is the key to empowering students to take responsibility for their own lives; and (5) introducing students to positive role models. Role models can be extremely powerful influences. Most successful adults have role models who have influenced their lives, and these role models were most often identified early in the teenage years. Another meaningful category of role models can be found among peers. Peers who have succeeded in overcoming failure, abuse, or difficult personal circumstances can be useful role models for at-risk students. (Author/BHK)

**ED 332 131**                    CG 023 389
*Hammen, Constance*
**Mother-Child Interactions in Families of Depressed Women.**
Pub Date—[Apr 91]
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Depression (Psychology), *Family Characteristics, Family Problems, Longitudinal Studies, *Mental Disorders, *Mothers, Parent Child Relationship

A 3-year longitudinal study of children at risk for depression was completed, studying children (aged 8-16) of unipolar depressed, bipolar, chronically medically ill, and normal women. Nearly 100 children from 68 families were included, and the psychiatric status and functioning of the mothers and children were studied at 6-month intervals. Mothers and children were observed discussing an area of disagreement. Observations showed that unipolar women were the most negative and withdrawn; children's outcomes were specific to the communication dimension; and depressed mood was most strongly associated with withdrawal and poor task focus. Observations indicated a reciprocity of dysfunctional interactions in the family. Children's utterances showed criticism directed toward depressed mothers. Depressed mothers were specifically negative toward children with difficulties. A unique between-sibling sample of children where one was doing well and the other was not, indicated that mothers interacted differently with each. Difficulties in the quality of the mother-child relationship, and also the impact of each other's difficulties on the other, caused symptomatology. It was concluded that maternal background factors such as personal experiences in her family, current mood and stress situations, and child's own behavior, all contributed to the quality of the interaction. Further study is needed to understand maternal depressive behavior and the impact on the child. (BHK)

**ED 332 132**                    CG 023 390
*Russell, Pam*
**Teenage Pregnancy Prevention and Related Issues. Memo No. 8.**
Wisconsin State Legislative Council, Madison.
Pub Date—22 Feb 91
Note—12p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Clinics, Delivery Systems, *Health Facilities, High Schools, High School Students, *Pregnancy, *Prevention, Program Evaluation
Identifiers—*School Based Clinics, Wisconsin

This memo provides information on staffing and services provided at the North Division High School adolescent health clinic for two phases of the clinic's operation: calendar year 1989, when the Milwaukee Comprehensive Community Health (MCCH), Inc. operated the clinic; and from July 1 to December 31, 1990, when the clinic was under the administration of the Isaac Coggs Health Connection. Attachment one provides basic information about the clinic for 1989, during which time the MCCH operated both a school-based clinic at the high school and a community-based clinic, and saw 199 teenagers. Areas such as teenage enrollment, types of health problems, budget information, staff composition, and productivity and diagnoses analysis are discussed. Attachment two is a progress report on the school-based clinic for the period July 1 through September 30, 1990, during which time

85 students were seen at the school-based clinic and 110 additional students requested services but had no parental consent form on file and were referred elsewhere. A type of visit analysis and discussion of program barriers are presented. Attachment three provides information from October 1 through December 31, 1990, during which time 210 students received services from the clinic, and reports information on a site visit, staff composition, productivity and diagnoses analysis and observations of patient population. A budget report for the last 6 months of 1990 is included. (BHK)

**ED 332 133**                    CG 023 391
*Rose, Laura Matthias, Mary*
**Proposals Relating to Increasing Housing Opportunities for Homeless Persons. Discussion Paper 91-1.**
Wisconsin State Legislative Council, Madison.
Pub Date—1 Feb 91
Note—20p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Homeless People, *Housing Needs, *Housing Opportunities, Poverty, *Public Policy, Public Support
Identifiers—Wisconsin

This paper provides a basis for discussion of housing proposals relating to increasing housing opportunities for homeless persons in Wisconsin. Six major topics relating to housing for homeless and potentially homeless persons are presented. Issues are listed under each topic. For each issue, background information is provided and alternatives for discussion are listed. It is noted that alternatives are derived primarily from proposals from the Special Committee on Homelessness members; testimony received at public hearings; and staff review of proposals from other sources. The first topic is the Wisconsin Housing and Economic Development Authority. Financial support for multi-family housing and assistance for home purchase are discussed. The second topic presented is transitional and affordable housing. Transitional housing, a community land trust, mobile and manufactured homes, and use of surplus state lands for low-income housing are discussed. The third topic is tax credits and exemptions, focusing on the low-income housing tax credit, charitable contribution tax incentive program, and lender credit. The final three topics include rent escrow assistance, waiver of restrictive building codes, and tenant home repair and rental responsibility. The appendix includes a list of income and rent restrictions for the Wisconsin Low-Income Housing Tax Credit Program arranged by counties. (ABL)

**ED 332 134**                    CG 023 392
*Sweet, Richard Russell, Pam*
**Teenage Pregnancy Prevention and Related Issues. Memo No. 7.**
Wisconsin State Legislative Council, Madison.
Pub Date—28 Feb 91
Note—10p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Clinics, Early Parenthood, *Health Facilities, *Pregnancy, *Pregnant Students, *Prevention, Secondary Education
Identifiers—School Based Clinics, Wisconsin

This memo is an update of a previous memo to the Special Committee on Teenage Pregnancy Prevention and Related Issues. It lists the suggestions that have been submitted by Committee members to staff as of February 21, 1991; and includes suggestions made since the January 24, 1991 meeting of the Special Committee. The suggestions are broken down into three categories for this memo. The first category focuses on educational programs other than human growth and development instruction. Issues such as child care for student parents, a pilot family education program, establishing education that is free of racial and sexual stereotyping, and establishing four abstinence-based pilot programs are addressed. The second category focuses on suggestions related to health and community programs. School-based and school-linked clinics are discussed first, focusing on issues surrounding contraception, funding for clinics that provide comprehensive services to teenagers, and start-up funds for three school-based or school-linked comprehensive health clinics. Suggestions are included for health and community programs that encourage services, easy access to contraceptives, personnel training, grant programs for a multifaceted ap-

proach to pregnancy prevention, and focusing efforts on areas where the teenage pregnancy rate is highest. The third category focuses on other suggestions, ranging from providing grants for community awareness grants, to conducting outreach with at risk populations, to providing funds for program evaluation and assessment. (BHK)

**ED 332 135**                    CG 023 393
*Kendall-Tackett, Kathleen A.*
**How Many Children Lie about Being Sexually Abused?: A Survey of Mental Health and Law Enforcement Professionals.**
New Hampshire Univ., Durham. Family Research Lab.
Spons Agency—American Psychological Association, Washington, D.C.; Department of Justice, Washington, D.C. National Inst. of Justice.; National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date—May 91
Contract—89-IJ-CX-0040; NIMH-T32-MH15161
Note—16p.; Paper presented at the Annual Meeting of the American Professional Society on the Abuse of Children (San Diego, CA, January 23-26, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Attitudes, *Child Abuse, Children, Counselor Attitudes, Counselor Client Relationship, Counselors, *Law Enforcement, Lawyers, *Lying, *Mental Health Workers, Police, Professional Personnel, Sex Differences, *Sexual Abuse
To determine how often children falsely report being sexually abused, this study asked professionals to indicate the percentage of children with whom they had worked who had made false reports. In addition, this study examined the variables that might be associated with the percentage of false allegations reported by professionals. The factors examined were age of the child, profession of the interviewer (law enforcement versus mental health), expectation of the interviewer (whether they believe children generally do not lie about sexual abuse versus interview children neutrally), and sex of the interviewer. Boston-area professionals, including 74 law enforcement professionals and 127 mental health professionals, were interviewed by telephone. The results indicated that women reported a smaller percentage of false allegations than did men, and that all professionals reported fewer false allegations for children under 6 than they did for children age 6-9 or 10-12. An age-of-child X profession-of-interviewer interaction indicated that the law enforcement and mental health professionals were differentially affected by children ages 10-12. Mental health professionals reported a significantly higher percentage of false allegations than did law enforcement professionals. The results of this study indicated that professionals reported a small percentage of cases as having been false. The results also indicated that the percentage of false reports was related to the sex of the interviewer, age of the child, and profession of the interviewer. (BHK)

**ED 332 136**                    CG 023 394
*Kendall-Tackett, Kathleen A.*
**Characteristics of Abuse that Influence When Adults Molested as Children Seek Treatment.**
New Hampshire Univ., Durham. Family Research Lab.
Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date—May 91
Contract—NIMH-T32-MH15161
Note—17p.; Best copy available.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adults, *Child Abuse, *Client Characteristics (Human Services), *Sexual Abuse, *Therapy, Victims of Crime
Identifiers—*Timing
This study explored the relationship between characteristics of abuse and time before seeking treatment for adults molested as children. Those who sought early treatment were called early presenters; those who sought treatment later in life were called late presenters. Data were collected from intake interviews of 364 adults molested as children. Data was analyzed using Stepwise Multiple Linear Regression. The results indicated that age at onset of abuse, duration of abuse, whether the abuse was reported to law enforcement, and the number of sexual acts were all factors significantly

related to the number of years between the end of molestation and seeking treatment. Each factor was individually related to time before seeking treatment, but the combination of these factors significantly increased predictive value and accounted for a 36% percentage of the variance. The directions of the correlations indicated that those who came to treatment early had reported their abuse to law enforcement, were older when abuse began, had an abuse of long duration, and experienced more sexual acts. Overall, these results indicated that there were at least two distinct patterns of abuse that related to when adults molested as children presented themselves for treatment. (Author/BHK)

**ED 332 137**                    CG 023 395
*Kendall-Tackett, Kathleen A.*
**The Oedipal Complex and Child Sexual Abuse Research: A Re-examination of Freud's Hypothesis.**
New Hampshire Univ., Durham. Family Research Lab.
Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date—May 91
Contract—NIMH-T32-MH15161
Note—15p.
Pub Type— Reports - General (140) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, *Parent Child Relationship, Research Problems, *Sexual Abuse, *Sexuality, Theories, Validity
Identifiers—Freud (Sigmund), Oedipal Conflict
In 1896, Sigmund Freud stated that early childhood seduction caused hysteria in his female patients. He later recanted his original finding and claimed that the reports of abuse he heard from his patients were not descriptions of real events, but his patients' expressions of unconscious childhood wishes. The theory of the Oedipal complex gave practitioners a reason for why they were hearing about seduction in childhood from their patients, and supported these practitioners in the belief that sexual abuse was a rare phenomenon. To date, research on child sexual abuse and children's knowledge of sexuality fails to support the Oedipal theory. The theory of the Oedipal complex, although criticized by many authors, continues to exert an influence on the field. It seems as though some have accepted this theory as "truth" and have not examined whether it is consistent with the growing body of knowledge. Given all of this, it must be seriously questioned whether this theory is useful for child abuse professionals. It must be especially questioned whether it is helpful in making forensic judgments, understanding the causes, or treating victims of child sexual abuse. If it is not, it is time to explicitly say so and move toward developing theories grounded in data and scientific facts. (ABL)

**ED 332 138**                    CG 023 396
*Kendall-Tackett, Kathleen A.   Simon, Arthur F.*
**A Comparison of the Abuse Experiences of Male and Female Adults Molested as Children.**
New Hampshire Univ., Durham. Family Research Lab.
Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date—May 91
Contract—NIMH-T32-MH15161
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adults, *Child Abuse, Client Characteristics (Human Services), *Sex Differences, *Sexual Abuse
To determine whether the molestation experiences of boys and girls differ, this study analyzed data from 365 adults (40 male and 325 female) molested as children, and compared findings for males and females on the identity of the perpetrator, age at onset and end of molestation, duration of molestation, type of sexual acts, and whether the molestation was reported to law enforcement. The data were collected at an intake interview administered at the time the adults molested as children entered out-patient treatment. Results of the study indicated that boys and girls were equally likely to be molested by natural fathers. Girls were more likely than boys to be molested by stepfathers; boys were more likely to be molested by friends of the family. Molestation started at the same age for both boys and girls, but lasted longer and ended at a later age for girls. Males and females were equally likely to experience fondling from the waist down and oral

intercourse, but there were significant differences for incidence of anal intercourse (more common among boys) and fondling from the waist up (more common among girls). (BHK)

**ED 332 139**                    CG 023 397
*Kandel, Elizabeth*
**Interrelationship of Family and Extrafamilial Violence in a Representative Sample.**
New Hampshire Univ., Durham. Family Research Lab.
Report No.—VB52
Pub Date—Feb 91
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aggression, *Battered Women, *Family Violence, *Males, National Surveys, *Violence
With limited exceptions, existing research has focused on either intrafamily violence or crime and violence outside the family. This study examined the proportion of men who only offend extrafamilially, the proportion of men who are violent only towards their wives, and the proportion of men who are violent in both spheres. Unincarcerated males (N = 2,291) were interviewed over the telephone regarding any violence towards their wives and any violent behavior toward individuals who were not in the family. Subjects, a subsample of the 1985 National Family Violence Survey respondents, were comprised of those men who were currently or recently living with a spouse or female partner, and had responded to a series of questions designed to assess the existence or absence of assaultive behavior. Results indicated that 15% of the men in this sample had engaged in some form of violent behavior over the past year. The majority of violent males specialized in their choice of victims; that is, they chose to assault only family or non-family members, but not both. Only 10% of the violent males reported assaulting both family and non-family individuals; 75% of the violent men admitted assaulting their wives within the previous year; and 33% admitted to non-family assault. (BHK)

**ED 332 140**                    CG 023 398
*Kandel, Elizabeth*
**Physical Punishment and the Development of Aggressive and Violent Behavior: A Review.**
New Hampshire Univ., Durham. Family Research Lab.
Report No.—PN2
Pub Date—23 May 91
Note—18p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, Child Rearing, *Children, *Corporal Punishment, *Etiology, Punishment, Research Methodology, *Research Problems, *Violence
The value of physical or corporal punishment is disputed among psychologists; most regard it as harmless, although a subgroup of researchers has controversially suggested that parental use of physical punishment may be causally related to the development of aggression. Thus, the psychological community appears to have separated into determined pro- and anti-physical punishment factions. An examination of the literature reveals that most studies are supportive of a relationship between physical punishment and aggression. Further, prospective studies suggest that physical punishment may contribute etiologically towards the development of aggressive behavior. It should be noted that age and gender differences appear very important, since the relationship may only be valid for school-age and older males. The association between physical punishment and aggression may be valid in the more extreme or frequent cases; low physical punishment may serve to either increase or decrease the incidence of aggression, while most studies suggest that moderate physical punishment does not increase aggression. However, the literature's conclusions are greatly limited by significant methodological flaws, notably control for factors such as child abuse, parental substance abuse, and other parenting behaviors. (BHK)

**ED 332 141**                    CG 023 399
*Geer, Susan Fellerman*
**Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.**
Pub Date—May 91
Note—46p.; Doctoral Research Paper, Biola University.

Pub Type— Information Analyses (070) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anorexia Nervosa, *Eating Habits, *Etiology, *Family Characteristics, *Family Influence, *Research Methodology, Research Problems

This literature review examines research issues in anorexia nervosa, including conceptual issues and methodological considerations. Research on the family's contribution to the disorder is reviewed. The demographic characteristics of social class, birth order, history of sexual abuse, and biological and genetic factors are examined. Individual pathology in the family is reviewed, focusing on weight problems, psychiatric disorders, and substance abuse. Family relationships are examined, focusing on self report and retrospective studies and interactional research. It is concluded that research literature reflects conflicting conclusions regarding the presence of psychopathology in the families of anorexics. It is recommended that better-controlled comparative research is needed before conclusions about typical family characteristics or patterns can be drawn. It is concluded that since research studies families in which the disorder already exists, it is difficult to determine whether particular family characteristics or patterns existed prior to onset or developed as result of the disorder. (ABL)

**ED 332 142**        **CG 023 400**
*Turnquist, Bruce Eric*
Premarital Sexual Attitudes and Behavior of Adolescents and Young Adults: A Review of Current Literature.
Pub Date—May 91
Note—62p.; Doctoral Research Paper, Biola University.
Pub Type— Information Analyses (070) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, *Attitudes, Behavior Patterns, Sex Differences, *Sexuality, Trend Analysis, *Young Adults
Identifiers—*Premarital Sex

This document reviews research concerning the factors affecting premarital sexual attitudes and behaviors of adolescents and young adults. Trends in the literature prior to 1980 are discussed briefly together with summaries of literature reviews from the decades of the 1950s, 1960s, and 1970s. Studies from 1980 to the present are reviewed in some detail, emphasizing the following determinants of premarital sex in adolescents and young people: parental influence; peer influence; personality and self-perception; religiosity; affective components; educational and cultural factors; and gender differences. It is concluded that: (1) there has been an overall increase in the permissiveness in premarital sexual behavior, as well as a steady decline in the age of first intercourse; (2) there is a strong suspicion that the rise in sexual permissiveness among adolescents and young adults may be due increasingly to a split between personal attitudes or beliefs and actual behavior; and (3) gender alone is no longer a distinguishing factor in premarital sexual behavior, although women appear to endorse more traditional attitudes than men. It is concluded that these results point to the importance of sex education both at the behavioral and attitudinal levels. Finally, it is recommended that there is a need for children to be given explicit training concerning development of healthy attitudes toward sexual behavior. (BHK)

# CS

**ED 332 143**        **CS 009 392**
*Newman, Anabel P.*
Ensuring Competent Staff in Adult Literacy Programs.
Pub Date—84
Note—13p.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, Adult Basic Education, *Adult Literacy, *Employment Qualifications, High School Equivalency Programs, Literacy Education, *Personnel Selection, *Recruitment, Staff Development, *Teachers
Since staff are a key element in adult literacy programs, this document outlines requirements and ac-

tions for effective administrative and instructional personnel for such programs. Addressing first administrative personnel and then instructional personnel, the paper describes skill and knowledge requirements, and recommends actions to be taken with respect to recruitment and selection, preservice training, and staff development. Twenty-four references conclude the document. (SR)

**ED 332 144**        **CS 009 404**
*Bhola, H. S.*
The Botswana National Literacy Program: Case Materials on Policy and Performance.
Pub Date—88
Note—50p.; For related document, see ED 255 705.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Literacy, African Culture, Cultural Context, *Developing Nations, Educational Development, Foreign Countries, Illiteracy, *Literacy Education, *National Programs, Public Policy
Identifiers—*Botswana, *Literacy Campaigns, National Planning, National Priorities
Like many other newly independent countries of the Third World, Botswana, at independence in 1966, sought strictly utilitarian uses of education to train manpower for modernization. By the mid-1970s, however, the country had assumed a more humane development ideology, promising economic equality, democracy, and social justice. The policy of "Education for Kagisano" (education for social harmony) promoted universalization of primary education, and offered nonformal education to youth and adults, bypassed by the formal system of education. The fifth National Development Plan (NDP5), 1979-85, attempted to eradicate illiteracy by the end of the plan period. Consequently, the Botswana National Literacy Program (BNLP) was launched in 1981. By 1985, BNLP was to make all of the estimated 250,000 to 300,000 illiterate adults literate in Setswana, the most widely spoken language chosen as the language of literacy for Botswana. The goal proved to be too ambitious; however, the cumulative enrollment was close to 170,000. The sixth National Development Plan (NDP6), 1985-91, has also undertaken some bold educational initiatives. It assigns a permanent role to non-formal education in the development of Botswana, and seeks to introduce and institutionalize a new educational role within the development culture, that of the "extension educator." At this point in the life of NDP6, however, its educational initiatives remain far from implementation. (Forty-six references are appended.) (MM)

**ED 332 145**        **CS 009 544**
*Dollerup, Cay*
An Ontological Approach to Translation and Intranslatability.
Pub Date—88
Note—12p.
Journal Cit—Semantik, Kognition und Aquivalenz; n11 p138-147 1988
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Danish, English, Foreign Countries, Interpreters, *Interpretive Skills, Language Role, Language Skills, *Readability, Reader Response, Reader Text Relationship, *Translation, Turkish
Identifiers—Denmark, *Folktales, Greenland, Text Factors, Turkey
The reader is a component part of the only form of a text which can be discussed meaningfully as a message. As readers with different linguistic backgrounds experience texts in fusions with their own personalities and their own social and cultural backgrounds, these dynamic texts differ in different languages. Accordingly, intranslatability exists only as an integral part of the process of translation itself. This being so, it also follows that intranslatability is in itself unstable: hovering between languages and cultures, and intimately connected with the linguistic middleman—the translator–any change in this tangle may create or bring forth new words, phrases, concepts, and, consequently, areas of intranslatability, as well as of translatability, in new processes of translation. (Two figures are included.) (RAE)

**ED 332 146**        **CS 009 927**
*Johnston, Kerry  Crawford, Patricia*
Student Perceptions of the Role of the Reader Project. Role of the Reader 1989. Research Report.
North York Board of Education, Willowdale (On-

tario).
Pub Date—[88]
Note—22p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Differences, Cultural Pluralism, Foreign Countries, Intercultural Communication, Interviews, Literature, *Multicultural Education, Racial Bias, *Racial Differences, Secondary Education, *Student Attitudes, Student Reaction
Identifiers—*Canada, *Role of the Reader Project
A study investigated students' perceptions of the Role of the Reader Project, which was designed to legitimize, normalize, and validate the experiences of all students representing racial and ethnic groups in Canada's multicultural society through the identification and discussion of racial and ethnic bias in literature and through the teaching of a multicultural curriculum. Subjects, about 80 male and female junior and senior high school students from the many cultures represented in Canadian classrooms, were chosen by teachers who felt positive about their own implementation of the Role of the Reader program. Information was gathered by means of a series of focus group interviews. Results of the interviews indicated that: (1) students appeared to have a much greater knowledge of racial and cultural biases than they were being given credit for by the education system; (2) either the issue of racial and cultural bias was being appropriately addressed in the classroom or it was not being addressed at all; and (3) the interviewers, teachers, and school administrators became more aware of the racially sensitive material with which all teachers were being confronted. (Appendixes containing a list of books used in the English curriculum questions for student interviews, and additional student comments are attached.) (RS)

**ED 332 147**        **CS 010 287**
*Hall, Christine K.  Leist, Cathy Wade*
Assessing Reading Comprehension through Writing: The Development of an Informal Evaluation Instrument.
Pub Date—May 90
Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Freshman Composition, Higher Education, High Schools, *Reading Achievement, *Reading Comprehension, Reading Skills, Reading Tests, Reading Writing Relationship, Student Evaluation
Identifiers—Main Idea, *Summarization
In an effort to evaluate comprehension skills with a "real world" task, students were asked to summarize and respond to an excerpt from a college freshman textbook. The written responses of a group of both high school students (n=100) and college students (n=51) were analyzed through a checklist developed to assess students' understanding of the main ideas and significant details. Students' papers were also checked for inclusion of material extrinsic to the text and the general readability of their writings. The preliminary examination of the papers enabled a revision of the checklist to include greater specificity. The format was changed to machine-scorable multiple choice, and the instrument is being used as an informal method to assess students' skills. (Figures consisting of a sample scoring instrument and a placement item for the supplemental reading test are included.) (Author/KEH)

**ED 332 148**        **CS 010 321**
*Scales, Alice M.  Biggs, Shirley A.*
Reading To Achieve: Strategies for Adult/College Learners.
Report No.—ISBN-0-675-20034-2
Pub Date—83
Note—246p.; Published by Charles E. Merrill Publishing Company; out of print.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Adult Learning, Adult Reading Programs, *Critical Reading, Higher Education, Learning Activities, *Reading Comprehension, Reading Improvement, *Reading Skills, *Reading Strategies, Self Evaluation (Individuals), Study Skills
This book addresses a wide range of reading needs by providing exercises that focus on comprehension and word strategies. It also provides an instructional

process for meeting those needs. The instructional process is individualized, and is designed to: (1) assess initial reading competence; (2) direct learners to the chapters specifically related to their particular reading growth needs; (3) provide both learning and practice activities; and (4) encourage self-paced progress in chapters that give opportunities for self-evaluation. Introductory information in each chapter establishes the purpose for reading and completing activities and serves to motivate thoughtful participation. The book is designed to encourage reading for meaning. Chapter 1 provides for assessment of study-reading behaviors. Chapters 2 and 3 focus on getting meaning, or communicating with the writer. Chapters 4 and 6 provide instruction in identifying and understanding word meanings and their relationships. Developing sensitivity to various language styles is the focus of chapter 5. Chapter 7 provides a model for organizing and using a study-reading system, and chapter 8 assesses the knowledge and skills gained from studying chapters 2 and 7. Answers to each chapter's activities are at the end of the book. (MG)

**ED 332 149**                    CS 010 562
Schiller, Susan
Temporality and Affect: Useful Starting Points in Interpretation.
Pub Date—Mar 91
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, April 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, Case Studies, *Emotional Response, Films, Higher Education, *Memory, *Reader Response, *Reader Text Relationship, Reading Research, Schemata (Cognition)
Identifiers—Aesthetic Reading, Affective Response, Meaningfulness, *Rite of Love and Death (Film)
Empirical research into reading theory suggests people begin a reading transaction with an affective response and then primarily rely on memory. They may elect to use imagination as an option to influence the process, but when the affective response is overwhelming, the imagination lies dormant while memory dominates the transaction. A research project juxtaposed the transactions of two students who were overwhelmed by Yukio Mishima's film, "The Rite of Love and Death." One student imaginatively placed herself into a schema as a means of locating meaning, while the other student relied on known narrative constructs. Both students evaluated their transactions and considered them essential parts of meaning. Affective starting points appear to promote analysis and understanding of cultural and historical influences in reading and writing tasks, and in such a function support a contextual basis for making meaning. (Author/SG)

**ED 332 150**                    CS 010 565
Head, Martha H.  And Others
Reading and Reporting on Books: Teacher Expectations and Student Outcomes.
Pub Date—Nov 90
Note—13p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, Elementary Secondary Education, Grade 4, Grade 7, Grade 10, *Reading Attitudes, *Student Attitudes, *Teacher Attitudes, Teacher Expectations of Students, Teacher Student Relationship
Identifiers—*Book Reports
A study explored the match between teachers' expectations for book reports and the outcomes their students exhibit. Subjects, 67 fourth graders, 61 seventh graders, and 56 tenth graders from low, middle, and upper income groups in 9 schools in 2 different school systems, completed a questionnaire that included questions concerning their preferences in types of books and book reports, and their attitudes towards reading and assignments. The nine teachers of the subjects completed a separate questionnaire that included similar questions. Results indicated that: (1) across grade levels, teachers and students did not agree on the types of book reports that students preferred; (2) even though teachers stated that certain types of book reports

would help them to reach their goals, they did not assign these types; (3) a favorable relationship for student/teacher responses with regard to types of books that students preferred existed only at the fourth-grade level; and (4) while teachers indicated that the primary goal of book reports was to increase the number of books read by students, 25% of fourth-graders, 40% of seventh-graders, and 60% of tenth graders indicated that book reports did not cause them to read more books. Findings suggest that, when it comes to book reports, teachers and students do not communicate well. (RS)

**ED 332 151**                    CS 010 566
Stahl, Norman A.  And Others
Baker's Dozen of the Best Ideas for College Learning Specialists.
Pub Date—16 Nov 91
Note—17p.; Paper presented at the Annual Meeting of the Illinois Reading Council of the International Reading Association (Springfield, IL, March 16, 1991).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Thinking, Higher Education, *Learning Activities, Peer Teaching, Professional Development, *Reading Skills, *Reading Strategies, *Remedial Reading, Teaching Assistants, Teaching Methods, Theory Practice Relationship, Tutoring, Vocabulary Development
Identifiers—PORPE Strategy, Writing to Learn
This paper presents 13 research and theory driven methods and strategies for the college reading and learning program. The strategies described are: (1) promoting developmental growth and learning; (2) using a course simulation model; (3) using undergraduate teaching assistants; (4) employing peer teaching; (5) using high utility strategies for immediate acceptance; (6) promoting strategy control and regulation; (7) reconceptualizing vocabulary development; (8) broadening conceptual background knowledge; (9) systematically training students to utilize strategies; (10) using research-validated learning strategies; (11) using writing to develop reading comprehension and critical thinking; (12) using more reliable assessment procedures than standardized tests; and (13) being an active professional. (Twenty-two references are attached.) (RS)

**ED 332 152**                    CS 010 567
Shaughnessy, Michael F.  Stanley, Nile V.
Teaching Reading through Humor.
Pub Date—91
Note—14p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, *Humor, *Literature Appreciation, Reading Attitudes, *Reading Instruction, Reading Materials, *Reading Material Selection
Identifiers—*Reading Motivation
Getting students to read can often be a very exasperating, frustrating experience for classroom teachers, parents, and reading specialists alike. However, the use of jokes, cartoons, funny stories, comedy records, and joke books can be used to instill a love of reading. Humor can also be used to improve interpersonal skills, and reading and writing skills. (Included are names and addresses of people and organizations that provide humorous material.) (RS)

**ED 332 153**                    CS 010 568
Huenecke, Dorothy
An Artistic Criticism of "Writing To Read," A Computer-Based Beginning Reading Program.
Pub Date—17 Apr 91
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Classroom Environment, Classroom Research, *Computer Assisted Instruction, *Instructional Effectiveness, Kindergarten, Kindergarten Children, Primary Education, *Program Evaluation
Identifiers—*Writing to Read Program
A study used aesthetic criteria and artistic criticism to find meaning in one part of the kindergarten and first grade curriculum, "Writing To Read," a computer-based program for beginning reading. Subjects, students in a kindergarten class, were ob-

served several days a week from the day in April when they began the program until the day that most of the children completed the program in December. Data consisted of brief notes made during the 25 hours of observation. Results indicated that: (1) students engaged in a slightly modified version of the program; (2) children spent time waiting to start, waiting to continue, or waiting to stop activities at each of the stations on the program; (3) interruptions were common and came from many sources; (4) control of the children by the teacher was primary; (5) the balance inherent in the design of the program was frequently compromised; (6) a disturbing lack of consistency was observed in the expectation that children be creative in writing stories and in the reality that they were not given time to create; and (7) "playfulness" was not encouraged. Findings suggest that this implementation of "Writing To Read" is not "educative"–it does not lead to mental and moral growth. (Eighteen notes are included.) (RS)

**ED 332 154**                    CS 010 569
Uhry, Joanna K.
The Effects of Segmentation and Spelling Training on the Blending Skills of Beginning Readers.
Pub Date—Apr 91
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Grade 1, Primary Education, Reading Instruction, Reading Processes, Reading Research, *Reading Skills, *Spelling, Spelling Instruction
Identifiers—Blending Skills (Reading), New York (New York), *Segmentation Skills
The first purpose of the study reported in this paper was to determine whether subjects trained in phonemic segmentation and spelling would have an advantage in segmenting, which would establish a causal relationship between segmenting and reading. The second purpose was to see whether trained subjects were better blenders than control subjects. Subjects were 22 middle-class first-grade students at a New York City independent school. The students were assigned to two treatment groups using stratified random assignment with strata based on kindergarten teachers' predictions of reading success. The Test of Auditory Analysis Skills, the Block Segmentation Test, and the Roswell-Chall Blending Test were administered for pre- and posttest measures. First graders were trained for 6.5 months to segment and spell with wooden blocks and to spell on the computer. Control subjects were trained to read letters and blend words, and to read text on the computer. Results indicated that trained subjects were significantly better than controls by posttest on measures of segmentation and blending, even though blending was not taught explicitly to experimental subjects. Results suggest that blending is associated with skilled reading and is facilitated by segmentation training. (Three tables of data are included and 30 references are attached. One appendix contains the Block Segmentation Test.) (Author/MG)

**ED 332 155**                    CS 010 570
Balajthy, Ernest
A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.
State Univ. of New York, Geneseo. Coll. at Geneseo.
Pub Date—Oct 91
Note—32p.; Paper presented at the Annual Meeting of the New York State Reading Association (Kiamesha Lake, NY, October 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College School Cooperation, *Computer Uses in Education, Content Area Reading, Educational Research, Elementary Education, Elementary School Science, Grade 3, Grade 5, Higher Education, Instructional Effectiveness, Models, *Preservice Teacher Education, Science Instruction, Teacher Role, *Whole Language Approach
Identifiers—*Collaborative Teaching
A study examined a new collaborative consulta-

tion process to enhance the classroom implementation of whole language science units that make use of computers and multimedia resources. The overall program was divided into three projects, two at the fifth-grade level and one at the third grade level. Each project was staffed by a team of one college-based consultant, one or two classroom teachers, and two or three preservice teachers enrolled in a college teacher education program. Using a model of collaborative consultation, the team developed and taught science units that were based on whole language philosophy. Data were gathered through interviews with team members, observations of actual classroom presentations, and written summaries and evaluations of the project completed by the preservice teacher team members. Results indicated that the team approach, drawing upon the expertise of the classroom teachers, the preservice teachers, and the college consultant, was highly successful, both in demonstrating new educational methods to experienced classroom teachers and in providing valuable field experience in these methods to preservice teachers. (One figure describing the model for collaboration and three tables defining the roles of the college-based consultant, the preservice teacher, and the classroom teacher are included; 18 references are attached.) (RS)

ED 332 156                          CS 010 571
*Builder, Philip*
**Exploring Reading: Empowering Readers with Special Needs.**
Australian Council for Educational Research, Hawthorn.
Report No.—ISBN-0-86431-079-X
Pub Date—91
Note—146p.
Available from—Customer Services, ACER, P.O. Box 210, Hawthorn, VIC 3122, Australia (Cat. No. 056BK, $39.95 plus freight/handling charges).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Elementary Education, Foreign Countries, Informal Reading Inventories, Miscue Analysis, *Parent Student Relationship, Reading Diagnosis, *Reading Difficulties, *Reading Instruction, Reading Writing Relationship
Identifiers—Empowerment
    Focusing on the affective aspects of children's learning, this book presents a view of learners with special needs in the widest sense, including their responses to their environments at school and at home; and the dynamics of the literacy-learning processes–how to view them and what to look for. The book also introduces BRAT (Building Reading Assessment Technique), a framework that simplifies the assessment of reading. Chapters include: (1) "The Literacy Learning Process: A Developmental View"; (2) "Environmental and Affective Aspects of Learning Difficulties"; (3) "Parents' Role in Children's Reading"; (4) "Managing Change for Children with Literacy Difficulties"; (5) "Introducing BRAT"; (6) "BRAT Informal Assessment Method"; and (7) "BRAT Formal Assessment Method." Forty-seven references and two appendixes providing miscue samples and discussion and check lists and charts, are attached. (RS)

ED 332 157                          CS 010 572
*Guenther, Joseph W.  Anderson, Thomas H.*
**How Students Read To Answer Questions and How That Affects Their Learning. Technical Report No. 532.**
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 91
Contract—G0087-C1001-90
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grade 6, Intermediate Grades, Junior High Schools, *Learning Processes, Reading Research, *Reading Strategies, Study Skills
Identifiers—Expository Text, *Questions, *Reading Behavior
    Learning outcomes and reading behaviors of 171 sixth-graders were investigated while they read expository text and answered adjunct questions. The 2,400-word text was divided into four lessons, and students answered text explicit-, text implicit-, or no questions (a control group) as they read silently and

were videotaped. In addition, the placement of questions was manipulated. After the four lessons had been read and adjunct questions answered, all students were given a comprehension test that included repeated questions that had been asked previously while the students were reading (an index of direct learning) and new questions (an index of indirect learning). Results showed a strong effect for the use of questions on direct learning. Also, there was evidence of indirect learning as shown by students who were not allowed to look back in the text to answer questions. These students remembered more of the new information than did the students who were given the questions before reading the passage. The results support the use of study guides as an aid to reading and learning information from expository text, especially when students use the strategy of reading first and answering questions later. (Three tables and 2 figures of data are included; 20 references are attached.) (Author/RS)

ED 332 158                          CS 010 573
*Cairney, Trevor H.  Munsie, Lynne*
**Talking to Literacy Learners: A Parent Education Project.**
Pub Date—Apr 91
Note—35p.; Paper presented at the International Convention on Language and Literacy (Norwich, England, April 6-10, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Involvement, Elementary Education, Family Environment, Foreign Countries, *Literacy, *Parent Student Relationship, *Parent Teacher Cooperation, Program Descriptions, Program Evaluation, Urban Education
Identifiers—Australia (New South Wales), Family Literacy
    The project described in this paper, called Talking to Literacy Learners or TTALL, was designed to improve the quality of parent child interaction involving reading and writing, to promote gains in literacy standards, and to engender a more positive attitude toward schooling. Designed for an urban community in New South Wales where adult and youth illiteracy are above national standards, the project differs from most other parent involvement programs in that its focus is on the adult rather than the child. The project was designed to be completed in 5 distinct stages over a period of 18 months. The stages were as follows: (1) training 25 parents to interact more effectively with their children; (2) deploying those parents as tutors in the school and the community; (3) preparing resource kits, leaflets, and aids to promote literacy; (4) providing advanced training for parent-tutors; and (5) training of selected parents from the parent-tutor group to assume coordinating roles for separate community clusters attempting to introduce the program. Although the program has completed only the first stage, it appears to have been highly successful: 24 of the 25 participants completed stage 1, and 18 of the 24 returned for the second stage. (One figure representing the educational cycle used in the program and 6 tables of data are included; 35 references and an outline of the content of the first stage are attached.) (RS)

ED 332 159                          CS 010 574
*Kramer, Linda R.*
**Issues of Literacy and School Performance for At-Risk and Successful Students in a Multicultural Jr. High.**
Pub Date—Nov 90
Note—26p.; Paper presented at the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *High Risk Students, Junior High Schools, *Junior High School Students, *Potential Dropouts, Secondary School Teachers, *Self Concept, Self Concept Measures, *Student Attitudes, Student Experience, Student Needs, *Teacher Student Relationship, Urban Schools
Identifiers—Student Surveys
    A study examined the differences between the experiences and beliefs about school held by young adolescents identified as potential dropouts and those held by their more successful peers. The study was conducted at a larger, urban junior high school with an ethnic composition of 47% Orientals, 31% Whites, 16% Hispanics, 6% Blacks and .3% Native

Americans. A total of 110 Junior High School students selected from 3 different achievement levels were surveyed using items drawn from the Self-Concept in School section of the Pennsylvania Quality Assessment (PQA). Included in the 110 were all 31 students identified by their counselors as at-risk. In addition, a target group of 27 students was randomly selected for intensive interviews and observations. Following completion of the survey, students were asked to write essays about their ideal futures and how they might prepare themselves for the future. It is possible to derive the following assertions from the results of the study: (1) the school experiences of at-risk and successful students are mostly a result of their perceptions of relationships with teachers; and (2) both at-risk and successful students feel responsible for their academic performance, but at-risk students are unsure how to take responsibility for their learning. (Forty-five references are included.) (PRA)

ED 332 160                          CS 010 575
*Griffith, Priscilla L.  Klesius, Janell P.*
**The Effect of Phonemic Awareness Ability and Reading Instructional Approach on First Grade Children's Acquisition of Spelling and Decoding Skills.**
Pub Date—Nov 90
Note—33p.; Paper presented at the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, *Basal Reading, *Decoding (Reading), *Grade 1, Phonics, Primary Education, Reading Research, Spelling, *Whole Language Approach, *Writing Skills
Identifiers—Florida, *Phonemic Awareness
    A study examined the relationship between reading instruction and the development of decoding and spelling skills and the writing fluency of children with varying levels of phonemic awareness. First grade children from two classrooms in a rural Florida school district who began school high and low in phonemic awareness received either whole language or traditional basal instruction. The whole language curriculum included the shared book experience and extensive writing activities; the traditional basal curriculum included explicit phonics instruction, but very little writing. Results show that high phonemic awareness children outperformed low phonemic awareness children; there was no significant difference between instructional approach in the performance of children on any of the measures. Effect sizes indicated that children who started school high in phonemic awareness were at an advantage in the whole language classroom. Children who started school low in phonemic awareness were given an advantage by being placed in the traditional classroom, although the magnitude of that advantage was not as strong as was the advantage to high phonemic awareness children of being in the whole language classroom. Children in the whole language classroom became more fluent writers; children in the traditional classroom became more accurate spellers in their compositions. (Six tables of data and one figure are included; 24 references are attached.) (Author/PRA)

ED 332 161                          CS 010 577
*Mallak, Joan E.*
**A Comparison of the Whole Language Philosophy of Instruction with the Basal Reading Program. Grades K-2.**
Pub Date—Apr 91
Note—59p.; M.Ed. Final Project, Grand Valley State University.
Pub Type— Dissertations/Theses - Masters Theses (042) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basal Reading, Classroom Environment, Comparative Analysis, Curriculum Evaluation, Literature Reviews, Primary Education, Teacher Role, *Whole Language Approach
    A study critically reviews the practices and purposes of the new basal reading series and the whole language philosophy. The study explores the possibility of a comprehensive adoption of either program or a combination of both. Results of the review indicate the desirability of using the whole language philosophy and creating a classroom that is real, natural, and functional. Recommendations focus on the importance of the teacher's incorporating the necessary skills and sound/symbols within the literature lesson. (Thirty-six references, curricular ob-

jectives, and examples of letters from schools to parents are attached.) (Author/RS)

**ED 332 162**                          CS 010 579
*Rupley, William H.  Longnion, Bonnie O.*
**Sources of Variance Influencing Adults' Reading Strategies and Comprehension.**
Pub Date—[90]
Note—55p.
Pub Type— Reports - Research (143).
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Adult Basic Education, Adults, Analysis of Variance, Higher Education, High Risk Students, Informal Reading Inventories, *Miscue Analysis, Predictor Variables, *Reading Comprehension, Reading Research, *Reading Strategies, Regression (Statistics)
Identifiers—Reading Behavior, Text Factors
A study examined and specified the effects of selected variables on adults' reading strategies and comprehension. Subjects, 20 adults in an adult basic education group, 20 students in a "high-risk freshmen" group, and 18 students enrolled in a senior level reading methods course, were administered an informal reading inventory (IRI), an intelligence test, and a self-report interview. The three subject groups differed in reading ability. Miscue patterns were analyzed on the IRI in terms of syntax, semantics, and graphophonics. Comprehension data were gathered for passages read on the IRI. Interview data were analyzed for reader's familiarity with IRI passage topics, interest in IRI passage topics, and familiarity with IRI passage writing style. Regression analyses procedures were used to explore the amount of variance associated with reading strategies noted on the IRI and comprehension of IRI passages and 13 predictor variables, including text length, content, and readability. Results indicated that: (1) miscues varied as a function of a combination of many factors; and (2) readability of a selection to a specific reader provided the most variance in the production of miscues. Findings suggest that miscues are influenced by the interaction of text and reader variables. (Eight tables of data are included; 42 references are attached.) (RS)

**ED 332 163**                          CS 010 580
*Thompson, Nancy S.*
**Imaging for Literacy Learning: A Reflective Teaching Inquiry.**
Pub Date—Jun 91
Note—57p.
Pub Type— Reports - Research (143).
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Cognitive Processes, College Students, Educational Research, Higher Education, *Imagery, Learning Activities, *Literacy, Questionnaires, Skill Development
Identifiers—*Imaging, *Reflective Teaching
A study examined whether imaging is a universal ability that can be used by learners, and if it can be developed for more effective use once the learner can observe the role of imaging in his or her own mental activity. Subjects, 196 students in college upperclass writing classes, graduate level workshops, basic writing classes, an undergraduate fiction reading class, a film class, and in a National Writing Program Summer Institute, completed a questionnaire and a "Mental Process Essay," in which they explored their thoughts on their own thinking, reading, and writing processes. Results indicated that all but one of the subjects responded with an unequivocal "yes" on visual imagery and that subjects reported (in decreasing order) imagery involving auditory, feeling, smell, and taste senses. Examples from the data categories of the senses, literacy skills, and mental skills illustrate the findings. Findings suggest that imaging is universal: it can be used by all learners. (A theory of imaging and 19 references are attached.) (RS)

**ED 332 164**                          CS 010 585
*Oppelt, Shirley*
**Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.**
Pub Date—May 91
Note—58p.; M.S. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Grade 4, Instructional Effectiveness, Intermediate Grades, Program Descriptions, *Reading Attitudes, *Reading Instruction, *Reading Programs, *Reading Skills, Vocabulary Skills, Whole Language Approach, Writing Pro-

cesses
Identifiers—*Literature Based Reading Programs
A practicum developed and implemented an integrated reading program to raise reading vocabulary and comprehension scores and reading attitudes in a fourth-grade classroom. A classroom of 23 students was used to implement the program. A standard diagnostic test was used to record pre- and post-test scores in vocabulary and comprehension, and a reading attitude survey test was used to analyze students' attitudes about recreational and instructional reading. The program consisted of a reading and writing workshop daily with emphasis on learning skills through experiences with whole text. Built-in time for reading aloud, reading silently, self-selection of reading materials and stressed process writing was provided. Results indicated a 14% increase in vocabulary and a 20% increase in comprehension skills. The most noticeable improvement was in the students' attitudes toward reading. Findings suggest that this program can provide a vehicle to facilitate and increase learning achievement. (Fifteen references, vocabulary test results, comprehension test results, reading lab scores, reading attitude survey, and literacy competency test are attached.) (Author/RS)

**ED 332 165**                          CS 010 586
**Testing and Assessment. Special Collection Number 1.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—56p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Adult Literacy, Dialog Journals, *Educational Assessment, Elementary Secondary Education, Higher Education, Informal Reading Inventories, *Reading Diagnosis, Reading Tests, *Testing, *Writing Evaluation
Identifiers—ERIC Digests
Applicable to all levels of education, the eight digests and four FAST (Focused Access to Selected Topics) bibliographies included in this special collection focus on testing and assessment in the fields of reading, writing, listening, and speaking. The material in this special collection is designed for use by teachers, students, administrators, researchers, policymakers, and parents. The digests are on the following topics: Testing Literature: The Current State of Affairs; Evaluating Student Writing: Methods and Measurement; The Issue: Adult Literacy Assessment; How Well Do Tests Measure Real Reading?; Note-Taking: What Do We Know about the Benefits?; Large Scale Writing Assessment; Dialogue Journals; and Assessing Listening and Speaking Skills. The bibliographies deal with the following subjects: strengthening test-taking and study strategies in reading; reading and writing assessment in middle and secondary schools; informal reading inventories; and reading assessment in elementary education. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

**ED 332 166**                          CS 010 588
*Costa, Arthur L., Ed.*
**Developing Minds: A Resource Book for Teaching Thinking. Revised Edition, Volume 1.**
Association for Supervision and Curriculum Development, Alexandria, Va.
Report No.—ISBN-87120-180-1
Pub Date—91
Note—411p.; For volume 2, see CS 010 589. For previous edition, see ED 262 968.
Available from—Association for Supervision and Curriculum Development, 1250 North Pitt St., Alexandria, VA 22314 (Stock No. 611-91026, $24.95).
Pub Type— Collected Works - General (020)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—*Cognitive Processes, *Comprehension, Concept Formation, Creative Thinking, *Critical Thinking, Curriculum Design, Curriculum Development, Curriculum Evaluation, Decision Making, Developmental Stages, Elementary Secondary Education, *Problem Solving, *Program Descriptions, Teaching Methods, *Thinking Skills
This eight-part book contains 69 articles which address topics related to helping students become effective thinkers. The articles are organized under these categories: (1) the need to teach students to think; (2) creating school conditions for thinking; (3) what is thinking? deciding on definitions; (4) a curriculum for thinking; (5) thinking pervades the curriculum; (6) teaching for thinking; (7) teaching strategies; and (8) assessing growth in thinking abilities. The book lists other resources for teaching thinking (in nine appendixes) which include a glossary of cognitive terminology, observation forms, checklists, questionnaires, evaluation instruments, suggestions for getting started, and questions for system planners. (PRA)

**ED 332 167**                          CS 010 589
*Costa, Arthur L., Ed.*
**Developing Minds: Programs for Teaching Thinking. Revised Edition, Volume 2.**
Association for Supervision and Curriculum Development, Alexandria, Va.
Report No.—ISBN-0-87120-181-X
Pub Date—91
Note—129p.; For volume 1, see CS 010 588. For previous edition, see ED 262 968.
Available from—Association for Supervision and Curriculum Development, 1250 North Pitt St., Alexandria, VA 22314 (Stock No. 611-91027, $10.95).
Pub Type— Collected Works - General (020)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—*Cognitive Processes, *Comprehension, Concept Formation, Creative Thinking, *Critical Thinking, Curriculum Design, Curriculum Development, Curriculum Evaluation, Decision Making, Developmental Stages, Elementary Secondary Education, *Problem Solving, *Program Descriptions, Teaching Methods, *Thinking Skills
This book contains 29 articles which address topics related to teaching thinking. The articles include: (1) "Balancing Process and Content" (Marilyn Jager Adams); (2) "Structure of Intellect (SOI)" (Mary N. Meeker); (3) "Instrumental Enrichment" (Francis R. Link); (4) "Thinking to Write: Assessing Higher-Order Cognitive Skills and Abilities" (Frances R. Link); (5) "Expand Your Thinking" (David Hyerle); (6) "The CoRT Thinking Program" (Edward de Bono); (7) "IMPACT" (S. Lee Winocur); (8) "Philosophy for Children" (Matthew Lipman); (9) "The California Writing Project" (Carol Booth Olson); (10) "Future Problem Solving" (Anne B. Crabbe); (11) "Thinking Skills: Making a Choice" (Anne H. Nardi and Charles E. Wales); (12) "Odyssey: A Curriculum for Thinking" (Elena Dworkin Wright); (13) "Learning to Learn" (Marcia Heiman); (14) "Creative Problem Solving" (Sidney J. Parnes); (15) "The Junior Great Books Program of Interpretive Reading and Discussion" (Howard Will); (16) "Building Thinking Skills" (John D. Baker); (17) "HOTS" (Stanley Pogrow); (18) "Tactics for Thinking: A Program for Initiating the Teaching of Thinking" (Robert J. Marzano); (19) "Connections" (Shari Tishman); (20) "Talents Unlimited" (Deborah E. Hobbs and Carol L. Schlichter); (21) "Intelligence Applied: A Triarchic Program for Training Intellectual Skills" (Robert J. Sternberg); (22) "The Touchstones Project: Discussion Classes for Students of All Abilities" (Geoffrey J. Comber and others); (23) "Creative Learning and Problem Solving" (Scott G. Isaksen and Donald J. Trefflinger); (24) "Thinking, Reading, and Writing" (Sydney Billig Tyler); (25) "The Thinking to Learn Series" (Educational Testing Service); (26) "Developing Thinking Skills" (Margarita A. de Sanchez); (27) "Cognitive Curriculum for Young Children" (H. Carl Haywood and others); (28) "Problem-Solving Approach to Mathematics Instruction Using an Embedded Data Videodisc" (Michael Young and others); and (29) "How Do You Choose a Thinking Skills Program That Is Right for You?" (Richard D. Sholseth and Diane Y. Watanabe). (PRA)

**ED 332 168**                          CS 010 590
*Berglund, Roberta L.  And Others*
**Developing a Love of Reading: What Helps, What**

Hurts. Literacy Research Report No. 7.
Northern Illinois Univ., DeKalb. Curriculum and
Instruction Reading Clinic.
Pub Date—Jul 91
Note—12p.
Available from—Northern Illinois University, The
Reading Clinic, 119 Graham, DeKalb, IL 60115
($3.50, postage included).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
Higher Education, *Instructional Effectiveness,
*Reading Attitudes, *Reading Instruction, Read-
ing Research, *Student Attitudes, *Teacher Role
Identifiers—Student Surveys, University of Wis-
consin Whitewater
A study identified the characteristics and prac-
tices of reading teachers that produce both skillful
and interested readers. Subjects, 216 elementary,
101 secondary, and 74 special education majors en-
rolled in either an elementary or secondary reading
methods course at the University of Wisconsin-
Whitewater, were administered a 3-item survey
identical to that used in two earlier studies. Results
indicated that: (1) commendable teacher practices
include providing free reading time, motivation by
offering rewards, reading aloud to students, and
demonstrated enthusiasm for reading; (2) practices
detracting from reading enjoyment included round
robin reading, few reading choices, irrelevant read-
ing assignments, and required book reports; and (3)
besides teachers, parents were identified over-
whelmingly as contributing to reading enjoyment.
Results also indicate differences between elemen-
tary and secondary education students' responses.
Findings suggest the importance of the teacher in
the development of feelings of competence and in-
terest in reading in students. (RS)

---

**ED 332 169**                         CS 010 591
*Garofalo, Carol*
LEA—Language Experience Approach: Who Uses
It?
Pub Date—16 May 91
Note—78p.; Requirement for an M.A. in Reading,
William Patterson College.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Research, Grade 1, Kin-
dergarten, *Language Experience Approach, Pri-
mary Education, *Teacher Attitudes, *Teacher
Behavior, Whole Language Approach
Identifiers—Beginning Writing, Childrens Writing,
New Jersey, New Jersey (Bergen County),
Teacher Surveys
A descriptive study determined the extent to
which the language experience approach (LEA) is
used in the kindergarten and first grades of six
northwest Bergen County, New Jersey, school dis-
tricts. Anonymous surveys were mailed to all kin-
dergarten and first-grade teachers in these districts.
Forty-five (63%) of the surveys were returned. Re-
sults indicated that: (1) the basal reader is still the
primary instructional tool of the respondents; (2)
60% of the respondents use class-dictated LEA
methods always or often in their programs; (3)
teachers with zero to five years of experience placed
the least emphasis on the basal reader, the most
emphasis on LEA, big books, trade books, and po-
ems, and are apt to use writing-as-process more than
any other group except those teachers with more
than 21 years of service; (4) writing frequency is
greater among the less experienced teachers, and
daily writing is significantly greater among the LEA
teachers than among non-LEA teachers; (5) for the
most part, teachers within any given district used
similar programs; and (6) teachers in the Pesce
Northern Valley District survey moved more
toward whole language across the board than this
group. (Seven tables of data are included; 31 refer-
ences, the survey cover letter, and the survey instru-
ment are attached.) (RS)

---

**ED 332 170**                         CS 211 936
*Stewart, Robert K.*
Merging Foreign and Domestic Information Policy
Goals: The U.S. Government's Office of Techni-
cal Services (1946-1950).
Pub Date—Aug 89
Note—32p.; Paper presented at the Annual Meet-
ing of the Association for Education in Journalism
and Mass Communication (72nd, Washington,
DC, August 10-13, 1989).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150) — Historical

Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Federal Government, Global Ap-
proach, *Information Management, Information
Systems, Information Utilization, Public Agen-
cies, *Scientific and Technical Information
Identifiers—Department of Commerce, Industrial
Development, *Information Policy, Private In-
dustry
This paper examines the institutional history of
the United States government's efforts from 1946 to
1950 to gather, rationalize, and communicate to pri-
vate industry, in the creation of the Office of Tech-
nical Services (OTS), the wealth of information that
had been generated by scientists during the Second
World War. Noting that U.S. information policy
during the post-war era reflected a duality of pur-
pose: (1) to gain international superiority in the sci-
ence and technology sectors; and (2) to promote the
flow of such information to small businesses in
America, the role of various government agencies
leading to the enactment of Public Law 81-776
which mandated OTS is discussed. (Seventy-five
endnotes are included.) (NH)

---

**ED 332 171**                         CS 211 959
*Salwen, Michael B.   Subervi-Velez, Federico A.*
Miami's Spanish-Language Newspapers Report
the 1988 Presidential Primary.
Pub Date—Nov 88
Note—25p.; Paper presented at the Annual Meet-
ing of the Speech Communication Association
(74th, New Orleans, LA, November 3-6, 1988).
Research funded by a grant from the Tinker Foun-
dation.
Pub Type— Information Analyses (070) — Reports
- Research (143) — Speeches/Meeting Papers
(150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Content Anal-
ysis, *Hispanic Americans, Mass Media Effects,
Media Research, *Minority Group Influences,
*Newspapers, News Reporting, Political Influ-
ences, Spanish Speaking
Identifiers—*Florida (Miami), Media Coverage,
News Bias, Political Rhetoric, *Presidential Pri-
maries
Because the fast-growing Hispanic population of
the United States has little political and economic
power (a problem which has been linked to a lack of
media attention to this group), a study sought to
determine to what extent Miami's Spanish-language
newspapers provided Hispanic angles to the 1988
presidential primary. Miami's two Spanish-language
daily newspapers, "El Nuevo Herald" and "Diario
Las Americas," were analyzed. Stories–excluding
advertising content, editorials and letters to the edi-
tor–that dealt with the presidential primaries were
coded two ways: (1) for candidate(s), if any; and (2)
according to whether or not the story made any
reference to Hispanic concerns. Finally, stories
were coded by topic, i.e., the election itself, candi-
date/party platforms, and campaign activities. The
results from the two Miami newspapers were com-
pared to the presidential primary coverage of "La
Opinion" of Los Angeles. Results indicated that the
papers cannot be justifiably accused of overlooking
Hispanic concerns; there seemed to be a slight ten-
dency for stories dealing generally with the candi-
date or party platform and those dealing with
general political news to address Hispanic concerns;
and some evidence suggests that the coverage fol-
lowed the partisan policies of the newspapers. (Two
tables of data are included, and 78 references are
attached.) (NH)

---

**ED 332 172**                         CS 211 967
Recruiting and Retaining Newspaper Minority
Employees: How to Do It.
American Newspaper Publishers Association Foun-
dation, Washington, D.C.
Pub Date—Apr 86
Note—34p.; Some photographs may not reproduce
well.
Available from—American Newspaper Publishers
Association Foundation, The Newspaper Center,
Box 17404 Dulles Airport, Washington, DC
20041 (no charge).
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Choice, *Employment Prac-
tices, Journalism Education, Labor Turnover,
*Minority Groups, *Newspapers, *Personnel In-
tegration, *Personnel Management, Personnel Se-
lection, *Recruitment
Intended to help newspapers–both small and

large–attract greater numbers of minority employ-
ees to their various departments, this multicolor
booklet is in seven sections: (1) Introduction (dis-
cussing perspectives, reasons for hiring minorities,
and hurdles to jump); (2) To the Publisher; Choices
at the Top (including numerous examples of suc-
cessful strategies); (3) Recruiting: Throw a Wide
Net; (4) Grooming Future Newspaper Staffers; (5)
Interviewing and Hiring; (6) Staff Development;
and (7) In Sum.... An appendix names the member
organizations and officers and describes the back-
ground and general views of the Task Force on Mi-
norities in the Newspaper Business. (SR)

---

**ED 332 173**                         CS 211 970
Cornerstone for Growth: How Minorities Are Vital
to the Future of Newspapers.
Task Force on Minorities in the Newspaper Busi-
ness, Reston, VA.
Spons Agency—American Newspaper Publishers
Association Foundation, Washington, D.C.
Pub Date—[88]
Note—43p.; Photographs and colors used in graphs
may not reproduce clearly.
Pub Type— Reports - Research (143) — Numeri-
cal/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Trends, Futures (of Soci-
ety), *Minority Group Influences, *Minority
Groups, *Newspapers, Population Trends, *So-
ciocultural Patterns, Trend Analysis
Identifiers—*Demographic Projections, Newspa-
per Circulation
A project of the Task Force on Minorities in the
Newspaper Business, this multicolor booklet offers
newspaper decision-makers the key numbers and
methods needed to assess critically their approach
to minority households and organizations. Specifi-
cally, the booklet is an up-to-date demographic
analysis of key trends among minority groups up to
the year 2000: their educational prospects and their
occupational outlook in the newspaper industry,
their status as consumers, their increasing economic
impact and their significance in specific newspaper
markets. Sections are as follows: (1) Minorities
Count: National Population Trends; (2) Gaining
Ground: Education and the Minority Work Force;
(3) Minority Markets: Income and Consumer
Spending; and (4) How to Use Demographic Data,
giving specific step-by-step plans on how to estimate
the potential circulation increase in a minority mar-
ket segment, establish a reasonable market-based
minority hiring strategy, and find and use demo-
graphic data on minority consumers in a newspaper
market. Successful approaches used in newspapers
throughout the United States are profiled through-
out the booklet. (SR)

---

**ED 332 174**                         CS 212 100
*Melbourne, Jane   And Others*
Portfolio Assessment Group Responses and Aca-
demic Dialogue: Empowering Change in Writing
Programs. Panel Papers.
Pub Date—16 Mar 89
Note—24p.; Panel discussion presented at the An-
nual Meeting of the Conference on College Com-
position and Communication (40th, Seattle, WA,
March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) —
Guides - Classroom - Teacher (052) — Reports -
Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Learning, *Evaluation
Methods, Higher Education, Peer Groups, *Port-
folios (Background Materials), Student Evalua-
tion, Writing (Composition), Writing Across the
Curriculum, *Writing Evaluation, *Writing In-
struction
Identifiers—Lynchburg College VA, *Writing
Groups
This panel discussion document about portfolio
evaluation of student writing consists of three pre-
sentations from faculty members of Lynchburg Col-
lege in Virginia, who describe the introduction of a
portfolio-assessment system in their writing pro-
gram. In this system students choose the three pa-
pers they want to rewrite for inclusion in their
portfolios, and final evaluation of each paper is done
by at least two teachers. The first presentation, "The
Open Academy: Freshmen and Faculty, in the
Community of Professional Discourse," by Jane
Melbourne, addresses how the system was set up,
how the students responded to it, and how the sys-
tem has affected the ways instructors teach and the
ways students write. The second presntation, enti-
tled "The Travelling Road Show and the Silent

Classroom: Experimentation with the Portfolio-Assessment System," by Elsie Ervin Block, describes two experimental techniques used within that system: a demonstration response group comprised of four teachers critiquing one of their own papers in front of a class, and group writing classes conducted with no talking by anyone, with written communication only. The final presentation, by James Hunter, is entitled "Portfolio Assessment and Program Development: Toward a Coherent Theory of Advanced Writing"; this paper discusses the use of portfolio evaluation in advanced composition courses and in writing across the curriculum. (KEH)

**ED 332 175**                    CS 212 121
*Warren, John*
**Hypertext: A Tool for Academic Exploration.**
Pub Date—Oct 89
Note—26p.; Paper presented at the Annual Meeting of the Humanities and Technology Association (13th, Atlanta, GA, October 19-20, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Structures, Computers, Context Clues, Databases, Futures (of Society), *Hypermedia, *Information Processing, *Language Processing, *Man Machine Systems, *Researchers, Research Methodology, Technological Advancement, Writing Processes
Identifiers—Computer Mapping, Writing Contexts
This paper presents background information about the development and functions of hypertext and predicts future changes in converting text into hypertext. The paper describes hypertext as a computer system that allows the interconnection of information in a way that is "transparent" (does not intrude on or interfere with the reader's concentration) and is "intuitive" (functioning in the way humans are used to working instead of forcing them into a rigid framework). The paper compares the basic functional unit of the hypertext system to the multidimensional constructions of the human mind because both are fragmentary in effect and do not function in a linear mode. In speculating about future developments, the paper suggests, however, that hypertext should not replace conventional linear exposition, but that the skill of linking fragments will be of equal importance in writing and that the writer will be thought of as a "knowledge engineer." (Four figures are included.) (KEH)

**ED 332 176**                    CS 212 210
*Purves, Alan C.*
**The Scribal Society: An Essay on Literacy and Schooling in the Information Age.**
Report No.—ISBN-0-8013-0378-8
Pub Date—90
Note—118p.
Available from—Order Dept., Addison-Wesley-Longman, Jacob Way, Reading, MA 01867 ($16.95)
Pub Type— Opinion Papers (120) — Historical Materials (060) — Books (010)
Document Not Available from EDRS.
Descriptors—Educational Philosophy, Educational Trends, *Information Utilization, *Literacy, *Reader Text Relationship, Theory Practice Relationship
Identifiers—Cultural Literacy, *Educational Issues, Text Factors
Elaborating on the complex nature of literacy from a social, epistemological, psychological, and pedagogical perspective, this book describes the group of people called the "scribal society." The book notes that scribes were (and still are) not simply people who can decode and encode written language, or "text"-scribes must also possess knowledge about what is to be written, to whom, under what circumstances, and what is intended by the writer of a text that has already been written. Chapter titles include: (1) "The Literacy Crisis: Whose Crisis Is It?"; (2) "The Scribal Society from the Dordogne Valley to Silicon Valley"; (3) "What Are You Looking at When You Read This and How Do You Know? The Ontology of Texts"; (4) "What Scribes Do All Day: The Psychology of Literacy"; and (5) "Becoming a Scribe and Other Unnatural Acts." (RS)

**ED 332 177**                    CS 212 340
*Bermel, Albert*
**Farce: A History from Aristophanes to Woody Allen.**
Southern Illinois Univ., Carbondale.

Report No.—ISBN-0-8093-1645-5
Pub Date—90
Note—444p.
Available from—Order Dept., Southern Illinois University Press, P. O. Box 3697, Carbondale, IL 62902-3697 ($19.95 plus $2.00 postage and handling).
Pub Type— Books (010) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—Art Expression, *Biographies, *Comedy, *Dramatics, *Literary Criticism, Literary Genres, Playwriting, *Satire
Identifiers—Aristophanes, *Farce, Film Genres, Shakespeare (William), Social Roles, Theater History
In a celebration of the expansiveness and inclusiveness of farce, this book describes the art form rather than defines it. Part 1 illustrates the nature of farce and its relationship to tragedy, comedy, and melodrama. Part 2 is a cumulative biography of farce, beginning with Greek and Roman writers and continuing through Shakespeare, Moliere, and into the Dadaists, Surrealists, and others of the twentieth century. The book reviews a Hollywood-inspired resurgence of farce, which has seeped into such diverse artistic categories as painting, fiction, poetry, dance, and music. The book also discusses the works of such modern masters of farce as Charlie Chaplin, Buster Keaton, the Marx Brothers, Woody Allen, Mel Brooks, Sid Caesar, and Monty Python. (SG)

**ED 332 178**                    CS 212 357
*Buzash, Michael D.*
**Jacques Prevert: "Modernism"–Conception and Perception of His Contemporary Society through His Poetry.**
Pub Date—Oct 87
Note—14p.; Paper presented at the European Studies Conference (Omaha, NE, October 8-10, 1987).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Foreign Countries, *French Literature, *Literary History, *Poetry, Satire, Songs, Surrealism, Twentieth Century Literature
Identifiers—France, *French Culture, *Prevert (Jacques)
Born in 1900, Jacques Prevert was destined to become one of the most popular poets of the twentieth century. After spending his young adulthood with artists linked with the surrealist movement, Prevert became a satirist, social critic, songwriter, writer of children's stories and television programs, and poet. Prevert's interests in the visual arts led him to produce collages and poem-commentaries in collaboration with photographers and artists. The writings of Jacques Prevert abound in economy, dynamism, and immediacy. The dominant oral character of his poetry is more like familiar conversation than formal dialogue, and questions, exclamations, and interjections are part of the poetic language. French culture abounds in Prevert's language, and his poetry asserts that the role of reason has been vastly exaggerated. The heroes of Prevert's poems are the sun, children, women, and wild animals, while their adversaries are priests, generals, guardian angels, and all oppressors. As one critic suggested, the genius of Prevert lies in the nonchalance of his art. (Forty-two footnotes are included; 18 references are attached.) (SG)

**ED 332 179**                    CS 212 454
*Henry, Jeanne  And Others*
**Junior High Novels and Non-Fiction List.**
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Report No.—ISBN-1-55006-261-1
Pub Date—90
Note—106p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescent Literature, Annotated Bibliographies, Class Activities, Foreign Countries, Junior High Schools, *Learning Activities, Literary Genres, *Literature Appreciation, *Nonfiction, *Novels, Recreational Reading
Identifiers—*Alberta, Reading Motivation
This list of novels and non-fiction works for junior high school students and teachers has been put together over a number of years and is intended for use in conjunction with Alberta's Junior High School Language Arts Curriculum Guide (1987)

and with classroom texts. Following a foreword, the document is in six sections: (1) "Introduction"; (2) "What Is Young Adult Literature?" (alternative approaches to teaching literature; how to promote response to literature in the classroom); List for the Classroom" (special considerations, e.g., stereotyping, pulp novels, ethnocentrism, etc. briefly discussed); (4) "Responding to Literature"; (5) "Activities for Teaching Non-Fiction and Fiction"; and (6) "Annotations" (listing 61 annotations for both novels and non-fiction titles by grade and genre-historical fiction, mystery, non-fiction, realistic fiction, and speculative fiction). Since young adult literature is a relatively new literary category, all of the books were published in the last half of the 20th century. Annotations provide a summary of the plot, along with brief critical commentary, name of publisher, publication date, International Standard Book Number, and related resources. Four appendixes contain material on genre definitions, challenges to book selection "censorship," a bibliography providing background articles on specific genres-19 references, and reviewing sources (Canadian, U.S., and British). (SR)

**ED 332 180**                    CS 212 578
*Collerson, John*
**Grammar Part 2. PEN 78.**
Primary English Teaching Association, Rozelle (Australia).
Pub Date—90
Note—8p.; Colored banner, page 3, will not reproduce.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Education, *English Instruction, Foreign Countries, *Grammar, Learning Activities, Reading Instruction, Standard Spoken Usage, *Writing Instruction
Identifiers—Australia, Text Factors
This article discusses grammar and its place in elementary English teaching. The article's eight sections are as follows: (1) Some People Expect a Lot of Grammar; (2) Standard and Non-Standard; (3) How Do Children Learn Grammar? (4) What Can the Teacher Do? (5) What Should We Tell the Children? (6) Grammar and the Organization of Meaning in Text; (7) Grammar in Familiar Teaching Strategies (writing in terms of modeling, joint construction, and conferencing reading in terms of shared book, cloze passages, and preparation for reading factual texts, and further activities, e.g., paragraphing, sentence components, and word study); and (8) The Last Word? (a caveat against taking this issue of PEN as the "last word" on grammar in primary English teaching). The issue advocates that grammar not be taught to school children as if it were separate from writing and other uses of language. It also suggests that any grammatical knowledge learned will only have value and relevance if the students are also developing as competent writers and speakers through all the rich variety of experiences that can be provided throughout elementary school and beyond. (SR)

**ED 332 181**                    CS 212 792
*Cain, Mary Ann*
**Researching Language Practices in Other Disciplines: Seeing Ourselves as "Other."**
Pub Date—Mar 91
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Environment, *Ethnography, Experimenter Characteristics, Higher Education, Research Papers (Students), *Undergraduate Students, *Writing Instruction
Identifiers—Academic Discourse Communities, *Ethnomethodology, *Writing Contexts
Ethnographers in composition must consider their work as a set of discursive practices which are materially affected by the institutional and disciplinary practices of the ethnographer. The value of such ethnographic research for a writing program is that it provides a useful critique of disciplinary practices in English, rather than a critique of the "foreign" practices of other disciplines. In an examination of her own writings for an economics class, a researcher concluded that student papers tended to correspond to ideas and forms of expres-

sion present in instructor lectures and the class textbook. By contrast, the study of English is preoccupied with individual achievements of writers. In composition classes, student writers are discouraged from using cliches or from imitating other authors. The question of whether the celebration of individual achievement in writing tends to isolate students, particularly in marginalized groups, is worthy of analysis. Also worth examining is whether institutional entities place obstacles in the way of students' learning processes. (SG)

**ED 332 182**     CS 212 794
*Mahala, Daniel*
**Empowerment/Being All That You Can Be: An Experiment towards a Multiculturalist Practice.**
Pub Date—22 Mar 91
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, Classroom Techniques, Critical Reading, Cultural Context, Graduate Students, Higher Education, *Instructional Improvement, Literary Criticism, *Multicultural Education, Teaching Assistants, *Teaching Models, *Writing Teachers
Identifiers—Critical Pedagogy, Cultural Hegemony, Educational Issues, Student Empowerment
As a radical supplement to multiculturalism a liberatory pedagogy is needed that explicitly challenges social conditions and ideologies that reproduce inequality. In training new teaching assistants of composition, a teacher used Jane Tompkins' "Pedagogy of the Distressed" to try an experiment in critical pedagogy. In her text, Tompkins argues that the performance model of teaching is the dominant model of alienated teaching in academia today. In an introductory literature course organized around the theme of growing up in America as represented in the autobiographies of Russell Baker, Richard Wright, and Maxine Hong Kingston, a substantial portion of class time was given over to student direction. Class experiments, however, in trying to "desocialize" students from sexist, racist, and classist ideologies acquired in previous educational experience were only intermittently successful. Possibly this is because literature teachers and students have been traditionally socialized to think of literature in some ideologically purified sense, above the temporal fray of historical conflict. Tompkins' pedagogy can be an effective way to transcend the traditional performance model of teaching, contribute to the empowerment of students, and enhance multicultural awareness–as long as teachers maintain constant dialogue among themselves and provide adequate space for students to develop independent voices and overcome feelings of cultural hegemony. (RDS)

**ED 332 183**     CS 212 796
*Cole, SuzAnne C.*
**Write Where You Are: The Off-Campus Composition Course.**
Pub Date—Mar 91
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, Community Benefits, *Community Colleges, *Extension Education, *Freshman Composition, High School Students, *Nontraditional Students, *Student Educational Objectives, *Student Motivation, Two Year Colleges, Writing Teachers
Identifiers—Community College Teachers, *Houston Community College System TX
The Houston Community College System has adapted off-campus freshman composition courses to meet the needs of non-traditional college students. The program offers both college option classes for high school seniors, and business, industrial or professional classes for older students. Although there are some problems inherent in both the college option and off-campus business programs, the courses are highly regarded by their constituents. Parents like the idea of their children having an inexpensive trial lap around college hurdles before they leave home; high school students, for the

most part, would rather take college English than high school English; and businesses are happy to be able to provide on-site education for the professional growth of their employees. In addition, college administrators are pleased to have the college promoted and publicized, and instructors like the challenge of adapting objectives and pedagogical techniques to a variety of students. For the students themselves, these courses offer a refreshing change of pace, and a more convenient location and time. (PRA)

**ED 332 184**     CS 212 797
*Miller, Emily P.   RiCharde, R. Stephen*
**The Relationship between the Portfolio Method of Teaching Writing and Measures of Personality and Motivation.**
Pub Date—Mar 91
Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, April 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College English, Curriculum Research, *Educational Assessment, Higher Education, *Portfolios (Background Materials), Student Attitudes, Student Evaluation, Teaching Methods, *Undergraduate Students, *Writing Evaluation, *Writing Instruction, Writing Skills
Identifiers—Self Monitoring, Virginia Military Institute, Writing Contexts
Inspired by the researcher's interest in the subject, but also in response to state-mandated assessment, Virginia Military Institute (VMI) initiated a pilot program to evaluate the portfolio method of teaching writing. Half of VMI's English department used the portfolio approach, while the other half applied other teaching methods. Prior research suggested that the portfolio approach should increase both writing skill and efficacy because it: (1) encourages revision skills development; (2) allows students to set goals; (3) promotes long-term effort; (4) involves self-assessment; and (5) evaluates students on the basis of their best work. Results of the study indicated that efficacy varied according to grade and also, to a large extent, according to whether a given student was in a portfolio class. Portfolio students felt more confident than other students in their writing abilities in several specific areas. Motivational and behavioral factors were more significant in portfolio than in non-portfolio classes. The portfolio method seemed to tap metacognitive skills. There seemed to be correlations with learning styles in portfolio classes only. Educators need to find more ways of helping students to develop self-monitoring abilities. Because the portfolio method lends itself well to individualized instruction, it may offer teachers an excellent opportunity to improve the writing skills of all students. (Eleven tables are included; 30 references are attached.) (SG)

**ED 332 185**     CS 212 805
*Raines, Helon H.*
**Tutoring and Teaching: Continuum, Dichotomy, or Dialectic?**
Pub Date—Mar 91
Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Marxian Analysis, *Peer Teaching, *Teaching Methods, *Tutoring, *Writing Instruction, *Writing Laboratories
Identifiers—Casper College WY, Collaborative Learning, *Dialectical Reasoning, University of Wyoming, *Writing Development
A writing center serves freshmen and sophomores at Casper Community College in Casper, Wyoming and upper level classes at University of Wyoming-/Casper College. The arrangement raises questions about the effectiveness of peer tutoring. Tutors were labeled "writing assistants" and those who came to the center for help were called "writers" or "clients." A dialectical view provides an alternative to the teacher-tutor dichotomy. Such a dialectical approach, which values a tension between traditional and radical pedagogies, may help change perceptions about writing center work. The dialectical image can help clarify, if not eradicate, the apparent contradiction in espousing collaborative methodol-

ogy and identifying the development of independent learners as a goal. Seven Casper College writing assistants described what they do and how it relates to teaching. They identified differences in atmosphere and authority, contrasting the authoritarian setting of the classroom with the mutual discovery of peer tutoring. Application of the dialectic of learning to the dialectic of teaching and tutoring can keep the two in tension as processes that are recursive, interactive, and changing. Writing educators should strive to create an open-ended story always spinning out reshaped narrative lines working against established narrative lines in an ever-evolving text. (Three notes are included; 19 references are attached.) (SG)

**ED 332 186**     CS 212 806
*Benton, Carol L.*
**The Impulse toward Comedy in Margaret Atwood's Poetry.**
Pub Date—Apr 90
Note—22p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Comedy, Foreign Countries, Higher Education, *Literary Devices, Literary Styles, *Poetry, Poets, *Reader Text Relationship, *Reading Processes
Identifiers—*Atwood (Margaret), Reading Uses, Text Factors
The impulse toward comedy in the poetry of Canadian author Margaret Atwood occurs as a by-product of an interaction between scripted text and performing reader. Reading, then, may be profitably viewed as a rehearsal for both. In the classroom, this stylistic approach to Atwood's poetry can be emphasized over thematic analysis. In her poetry, parentheses act as textually defined cues for comedy. Additionally, the reader specifies the exact voicing for the persona, opening up the text's potential for comic interpretation. Readers may use rate, pitch, stress, and vocal tone to highlight comic attitudes. Many of Atwood's poems allow the possibility of sounding sarcastic, manipulative, condescending, and witty. The implications for Atwood's canon are: (1) that there may be more similarities than initially realized between poetic and narrative texts; (2) that Atwood's poems benefit from comic interpretations; and (3) that a comic rendering of Atwood's poems alters and reshapes the voice of personae. As a result of the enlarged vocal dimension, the reader-text relationship is changed. A rehearsal of comic impulses enlarges Atwood's poetic potential. (Twelve endnotes are included; thirty-eight references are attached.) (Author/SG)

**ED 332 187**     CS 212 807
*Sirc, Geoffrey*
**One of the Things at Stake in the Peer-Group Conference: The Feminine.**
Pub Date—Mar 91
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, College Students, *Communication Problems, *Discussion (Teaching Technique), *Freshman Composition, Higher Education, *Peer Evaluation, Peer Groups, *Sex Differences, Sex Role, Student Behavior
Identifiers—Collaborative Writing, *Communication Styles
The conventional nature of school-sponsored writing, in which writing becomes a formal operant within the closed space of classroom signifying practices, is one in which the feminine mode of expression often announces it cannot play. While the masculine style of peer-response to student writing is largely aggressive, the feminine is conceptually different in its social, feel-good acknowledgement of the writer's effort. While the masculine demands or orders exactly what should be done, the feminine reflects self-consciousness and self-correction. Furthermore, masculine insult and vulgarity contrast with feminine politeness strategies. Strong stylistic and epistemological differences cast doubt on the possibility of "translation" between the genders. It has been observed that when confronted with masculine argumentation,

the historical role of women is mimicry. The feminine style of less task-serious play and emotion ruptures the structure of the writing classroom. Only when education goes out of the bounds of the classroom is it possible to speak with the grammar of its shaping ideology, insisting on the legitimacy and variety of ways of being, speaking, and knowing that traditional education proscribes. In the meantime, a dismantling of masculinist pedagogy could begin with the notion of the evaluative criteria guiding peer-response sessions which turn discussing into judging, narrowing the focus of writing to the text as replicable model to be done right, rather than expanding it into the speculative, imaginative realms of discourse, for which there are no checklists. (Seventeen references are attached.) (SG)

**ED 332 188**                    **CS 212 808**
*Haynes-Burton, Cynthia*
**Impossible Subjects: Writing, Ethics, and Radical Alterity.**
Pub Date—Mar 91
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ethics, Higher Education, Language Role, *Writing Difficulties, *Writing Instruction, *Writing Processes, *Writing Strategies
Identifiers—*Composition Theory, Textuality
One way to "reinitiate" possible productive responses to the question of the subject for composition theory and pedagogy is to defuse the terror of the "impossible," to "negotiate" with the impossible, and to ask impossible questions. Although there are dangers associated with any critical theorizing about the subject positions of students and/or pedagogues, a new conception of writing, textuality, and ethics could reveal different means for reformulating subjective relations in the writing classroom. Writing, ethics, and radical alterity are impossible subjects; as in "Alice in Wonderland," they are like Cheshire cats smiling down upon an impossible croquet game. It may be that to teach writing it is first necessary to make the impossible writable. When writers try to play the game, the language is like Alice's flamingo, constantly turning around to look at them, and the truths that writers seek are like the hedgehogs on the field who uncurl themselves and scurry away. Whether rescuing or discerning the subject, it is important to remember that the impossible subject, like the Cheshire Cat, is merely a suspended apparition revealing and concealing the abyss below; but, it holds the possibility of the impossible in its very smile. (PRA)

**ED 332 189**                    **CS 212 812**
*Grace, Nancy M.*
**What Our Students Like To Write and Why: Exploring the Creative and the Personal.**
Pub Date—21 Mar 91
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Reports - Research (143) — Speeches/- Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Writing, Expository Writing, Freshman Composition, Higher Education, Research Papers (Students), Student Interests, *Writing Apprehension, *Writing Assignments, *Writing Attitudes, *Writing Difficulties, Writing Instruction, Writing Processes, Writing Research
Identifiers—*Student Preferences, Student Surveys, *Writing Topics
First year writing students were asked which kinds of writing they enjoyed, and why. Their responses indicate a preference for "creative" writing, where "creative" is defined as "personal." The students in the research sample reacted against a form of knowing that requires them to place more emphasis on objects (human or non-human) in their world than on themselves, suggesting that subjectivist and procedural knowing work hand-in-hand for college-age students. Their responses show that, overall, they understand the reality of separate knowing, the voice of reason that doubts and questions each proposition it encounters. In addition, many students are able to use their knowledge of how to write for the intelligent but uninformed reader, yet simultaneously believe that the best writing reveals truth through self-generation of knowledge. Separate

knowing is too impersonal for these students; yet their marked preference for personal writing, their distinct need to "get into" a subject and be able to understand immediately, suggests that they might readily and with much less protest gravitate toward this way of knowing if encouraged to do so. As a consequence, the passage of students to the perspective which integrates thinking and feeling, self and other, while acknowledging that knowledge is constructed and the knower is an intimate part of the known, could be a more pleasurable collaborative experience for both student and teacher. (Three pages of data on writing preferences and survey results are included.) (PRA)

**ED 332 190**                    **CS 212 816**
*Morocco, Catherine   Nelson, Anna*
**Writers at Work: A Process Approach to Writing for Grades 4 through 6.**
Report No.—ISBN-0-574-00300-2
Pub Date—90
Note—410p.
Available from—Science Research Associates, 155 North Wacker Dr., Chicago, IL 60606-1780 (Order No. 3-300; $85.00 plus 5% postage).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
**Document Not Available from EDRS.**
Descriptors—Intermediate Grades, *Writing Assignments, *Writing Instruction, Writing Processes, Writing Skills
Identifiers—*Collaborative Writing, *Process Approach (Writing), Writing Contexts, Writing Development
Designed to help teachers develop a collaborative writing community in the intermediate grade classroom, this teacher's resource and support package gives teachers what they need to apply process writing principles to five of the most popular student writing forms or genres ('memorable moments,' "interesting people," "fabulous fables," "intriguing investigations," and "persuasive print"). Each of the five units in this resource package is designed to develop the skills, attitudes, and techniques needed to undertake a particular type of narrative, creative, expository, or persuasive writing. Three large classroom posters detailing key procedures in the process approach are provided. (RS)

**ED 332 191**                    **CS 212 817**
*Sperling, Melanie*
**Metaphors We Teach By.**
Pub Date—Mar 91
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, English Instruction, Higher Education, Intermediate Grades, Metaphors, *Personal Narratives, *Preservice Teacher Education, Secondary Education, *Student Teacher Attitudes, Student Teachers, *Teacher Behavior, *Teaching Experience, Writing Research
Identifiers—New Teachers, Stanford University CA, Teacher Writing
A study examined autobiographical narratives written by preservice English teachers who described their new experiences in student teaching. Subjects, 18 young men and women enrolled in a one-year combination teaching credential and masters degree program at Stanford University, described in writing a major classroom experience. Fourteen of the 18 students completed the assignment. Results indicated that: (1) 10 of the 14 narratives conveyed in metaphor that the classroom is a closed system in which the teacher's purpose is to win students over to the teacher's way of seeing the world and doing the world of school; and (2) 4 of the 14 narratives evoked a "convergence" metaphor in which teachers and students are common participants in a learning event. Findings suggest that such narratives can be potent instructional vehicles for working with neophyte teachers, for the very elements that identify these texts as narratives carry cultural and political assumptions that in part constitute teaching. (RS)

**ED 332 192**                    **CS 212 818**
*Harley, Kay*
**Contrasts in Student and Faculty Perceptions of Student Writing Ability.**
Pub Date—22 Mar 91

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Instructional Improvement, School Surveys, Self Evaluation (Individuals), *Student Attitudes, *Teacher Attitudes, *Writing Ability, Writing Research, Writing Skills
Identifiers—Saginaw Valley State University MI, Writing to Learn
This purposes of this presentation were to: (1) document the gap between self-assessment and faculty assessment of students' writing ability at Saginaw Valley State University; (2) analyse possible causes for the gap; and (3) suggest four ways to review the gap. Survey data were gathered from introductory history, political science, management, philosophy, and sociology classes as part of a pilot project. While the particular survey differed in different courses so that results cannot be compared exactly, these surveys clearly indicated that student perceptions of their writing abilities were greater than faculty perceptions of those abilities; and that while most students agree college students have inadequate writing skills, the individual student does not appear to believe that he/she is one of that majority. A primary cause for this gap is that students and faculty differ in what they understand to be required to write successfully in college courses. Findings suggest how the gap might be closed: (1) educate faculty outside of English about incoming students' entrance level skills in writing; (2) provide students with some detailed assessments of their writing ability in several courses; (3) explore with faculty their contrary but necessary roles as coach and judge; and (4) help students perceive and apply approaches to writing learned in one context to new contexts. (RS)

**ED 332 193**                    **CS 212 819**
*Lund, Donna*
**Extra-Rhetorical Restraints on Writing in Accounting.**
Pub Date—Mar 91
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountants, *Accounting, *Business Communication, *Discourse Analysis, Language Role, Technical Writing, Writing Improvement
Identifiers—Constraints, Discourse Communities, *Language Functions, Organizational Culture, Writing Contexts, *Writing Style
Each discourse community teaches and uses a particular version of reality. In the field of accounting, the interpretation of reality is an objective one. Such an interpretation is a constraint on writing, as are accounting's reliance on exclusionary language, its need to meet legal and professional requirements, its adherence to stylistic and textual conventions, and its use of language to achieve power. Beneath the field's emphasis on objectivity, however, lies an unconscious use of subjectivism. Staff members at one accounting firm sought a writing consultant's help with such surface matters as spelling and punctuation, but they resisted the consultant's efforts to change their tendency to write in passive voice. The tendency of accountants to write in a passive, dehumanized style may reflect their desire to banish the possibility of human error. Any attempt to intervene in accounting's discourse community must be tempered by awareness of the unstated rules and barriers that may prevent any but surface adjustments to the status quo. (SG)

**ED 332 194**                    **CS 212 820**
*Zolliker, Susan*
**Putting "Meta" Terms in Context: Constructing a Developmental Picture and Exploring Philosophical Implications.**
Pub Date—Mar 91
Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Instructional Effectiveness, *Language Role, *Student Motivation, *Writing (Composition), *Writing Teachers, *Written Language
Identifiers—*Composition Theory, Metadiscourse, Vygotsky (Lev S)

Exploring the use of the prefix "meta" and the use of "meta" terms in the context of Lev S. Vygotsky's theories demonstrates that students need to use language to learn about language. "Writing about writing" is already part of many classrooms, but by establishing a connection between metadiscourse written informally and metadiscourse written within a formal essay, composition teachers may discover less need for exhortation, and composition students, more incentive for exploration. Perhaps the real value of "meta" terms is that they may allow writing teachers to resensitize themselves to a process which they have internalized. "Meta" terms also remind teachers of the difficulties encountered as a writer begins to be progressively aware that written language is shaped, shifted, shaded, and transformed. Encouraging students to use written language to their own diverse, perhaps idiosyncratic purposes is the most appropriate and promising way to foster the sensitivity to the world of language which students, from age five onward, naturally exhibit and develop. (PRA)

**ED 332 195**                         **CS 212 821**
*Engelhard, George, Jr. And Others*
Writing Tasks and the Quality of Student Writing: Evidence from a Statewide Assessment of Writing.
Pub Date—Apr 91
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Discourse Modes, Educational Diagnosis, Grade 8, Junior High Schools, Multivariate Analysis, Predictor Variables, Sex Differences, Student Evaluation, *Writing (Composition), *Writing Ability, *Writing Evaluation
Identifiers—Childrens Writing

A study examined the influence of mode of discourse, experiential demand and gender on quality of student writing. All of the eighth-grade students (125,756) who participated in a statewide assessment of writing during spring 1989 and spring 1990 were included in the study. Eighteen writing tasks were administered during these two years. The writing tasks were classified in terms of mode of discourse (narrative, descriptive, and expository) and also in terms of experiential demand (direct experience, imagined experience, and outside knowledge). A multivariate analysis of variance was conducted with five dependent variables used to assess writing quality (content/organization, style, sentence formation, usage, and mechanics) and three independent variables (mode of discourse x experiential demand x gender). Results indicated that mode of discourse, experiential demand, and gender were significant predictors of writing quality. The quality of writing was more highly rated for females than for males with effect sizes ranging from .33 for content/organization to .49 for mechanics. (Six tables of data and one figure are included and 27 references are attached. One appendix includes the rhetorical specifications for the writing tasks.) (Author/MG)

**ED 332 196**                         **CS 212 822**
*Kelly, Priscilla*
Metaphor, Narrative and Point of View: Shifting Our Perspective about "Literary Techniques" in Composition.
Pub Date—Mar 91
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Writing, *Expository Writing, Heuristics, Higher Education, Metaphors, Personal Narratives, Student Attitudes, *Writing Attitudes, *Writing Instruction, *Writing Skills, *Writing Strategies, Writing Teachers
Identifiers—Voice (Rhetoric)

Creative writing has fallen out of favor with teachers of composition because they have tended to link creative writing to the belletristic tradition of the nineteenth century. But if the nineteenth century can be accused of taking invention out of the writing process, as many scholars have asserted, it is possible to assert that the twentieth century has neglected and undervalued many of the heuristics that lie within the realm of creative writing, strategies that lead to good thinking and writing. Important links exist between creative writing and exposition. Although metaphor has been recognized as great writing and thinking heuristic since Plato and Aristotle, it continues to be considered primarily in the creative writing classroom. Likewise, although narrative has been considered one of the most important pedagogical devices for teaching since the Bible, it remains a writing technique explored primarily in the creative writing classroom. Writing from points of view other than the first person (a technique which is encouraged in many exposition classes) enables students to consider their material more objectively and to see themselves more clearly as writers. (PRA)

**ED 332 197**                         **CS 212 823**
*Wenner, Barbara*
Hearing or Ignoring Audience: the Dilemma of the Freshman Writer.
Pub Date—Mar 91
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Analysis, *Audience Awareness, *Freshman Composition, Higher Education, *Rhetoric, *Writing Difficulties, *Writing Processes, Writing Skills, Writing Strategies
Identifiers—Writing Contexts, Writing Development

Students work most productively when they feel free to move back and forth from ignoring audience to addressing it. Students should consider audience as they begin a writing task. Then they should get away from it all and simply write. If they find an audience inhibiting, they should feel free to ignore the idea of audience altogether or alter their concept of audience. When they are ready to make a draft public, they should have enough material to work with a real public. It is then that students should be aware of the unique aspects of an oral culture and the oral nature of discourse. An awareness of this sense of an orality and its characteristics and using the unique oral aspects of a classroom as forum for written work are ways in which students can use rhetoric more effectively. A good assignment for the freshman confronted with audience analysis might be to chart his or her awareness of audience from the composition's inception to its completion. The result of such charting may reveal an evolving audience which combines the best aspects of all the audiences along the continuum. (An audience continuum chart is included.) (PRA)

**ED 332 198**                         **CS 212 824**
*Hill, Michael*
The Cultural Politics of Expression: A Qualified Critique of Freewriting.
Pub Date—Mar 91
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Context, *Cultural Influences, Discourse Modes, *Free Writing, Higher Education, *Writing Instruction, *Writing Strategies
Identifiers—*Composition Theory, Subjectivity, Voice (Rhetoric)

Freewriting, according to Peter Elbow, is based on an equal affirmation of the student's experience, and his or her right to ground behaviors and writing in those experiences. Insofar as the term "free" in freewriting can be linked to a notion that expression is an event which occurs between a socially and culturally autonomous subject and him/herself, however, freewriting becomes a disciplinary technique. Bringing cultural politics to bear on the deceptively innocent association between "freedom" and "writing" does not mean, however, that freewriting itself must be entirely dismissed. Freewriting in a cultural context might transform into strategic rewriting, where students engage their voices critically as a way of enabling a voice, positioning and re-positioning themselves on the borders of their own highly contextualized communication. Stanley Aronowitz and others seek a pedagogy that replaces the authority of both rhetorical recitation and its co-ordinate opposite, autonomous expression, so that the possibility of practicing difference (fraying the boundaries of "freedom" and "expression" by making known the cultural politics that inform them) emerges. These are the challenges culturally displaced students bring to writing teachers today. (PRA)

**ED 332 199**                         **CS 212 825**
*Shapiro, Ann*
WAC and Engineering, or Why Engineers Can't Write.
Pub Date—21 Mar 91
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Faculty Development, Higher Education, Inservice Teacher Education, Program Effectiveness, Seminars, *Teacher Attitudes, *Writing Across the Curriculum, Writing Attitudes
Identifiers—State University of NY of Tech at Farmingdale

In response to criticisms from an accrediting agency, the director of the Writing across the Curriculum (WAC) program at the State University of New York, Farmingdale, designed a one-day marathon session and a series of biweekly seminars to bridge the gap between WAC truths and the assumptions of the engineering faculty concerning writing processes and writing to learn. At first, the engineers blamed the English department for their students' inability to write acceptable laboratory reports. After a lively debate in one session which began with the realization that students did not know what was expected of them in the lab report, the engineers realized that they could not even agree among themselves about the objectives of a lab report. They realized that the problem was not that the English department had failed, but that they were not able to articulate for their students what a lab report should be. The second semester saw the addition to the program of faculty in physics and chemistry and a revival of the earlier discussions about the failure of the English department by the new participants. Responses to the WAC program are encouraging: participants speak of the impact of the program on pedagogy, critical thinking and cross-curriculum thinking, writing as a learning tool, and interdisciplinary responsibility. While the requirements of the accrediting agency and administrative support were crucial in getting started, what has sustained the program is that the faculty began to see improvement in student learning. (RS)

**ED 332 200**                         **CS 212 826**
English-Language Arts Model Curriculum Standards: Grades Nine through Twelve. Second Edition.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0927-2
Pub Date—91
Note—55p.
Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50, plus sales tax for California residents).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Educational Improvement, *English Instruction, *High Schools, *Language Arts, State Standards
Identifiers—*California, *Curriculum Standards

Intended for teachers, administrators, members of school district governing boards, and concerned others, this model curriculum guide was developed to reflect the strongest possible professional consensus about the English-language arts content that every student in the State of California should be exposed to before graduating from high school. The guide was revised on the basis of reactions to the original 1985 publication. The guide is divided into five chapters: (1) Introduction; (2) Establishing a Literature-based Program; (3) Integrating Instruction: From Thought to Language to Expression; (4)

Integrating Instruction in Listening, Speaking, Reading, and Writing; and (5) Varying Students' Language Arts Experiences. (MG)

**ED 332 201**	CS 212 827
**Model Learner Outcomes for Language Arts Education.**
Minnesota State Dept. of Education, St. Paul.
Pub Date—88
Note—100p.
Available from—Minnesota Department of Education, Curriculum Services Center, 70 West County Rd. B2, Little Canada, MN 55117 ($5.50 Minnesota residents, $8.00 out-of-state).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Elementary Secondary Education, *Language Arts, *Mission Statements, *Outcomes of Education, *Program Development, *Student Educational Objectives, Teacher Education
Identifiers—*Minnesota
Based on the premise that school districts across the nation are constantly striving to improve the learning experiences they provide students, this booklet reflects heightened public interest in developing all parts of the educational process. The four chapters discuss: the values, philosophy, mission, and goals of the Minnesota State Board of Education (chapter 1); the language arts philosophy and belief statements (chapter 2); model learner outcomes of language arts education (chapter 3); and suggestions for program planning, review and development–the means of transposing the model learner outcomes into a curriculum plan for program development (chapter 4). Model lesson plans, worksheets for program development, and a bibliography are included in the three appendixes. (PRA)

**ED 332 202**	CS 212 828
Hollingsworth, Sandra   And Others
**Learning to Teach Literature in California: Challenging the Rules for Standardized Instruction.** Research Series No. 200.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 91
Note—26p.
Available from—Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($3.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teachers, Elementary Education, Higher Education, Longitudinal Studies, *Preservice Teacher Education, *Reading Instruction, Teacher Effectiveness, Teacher Influence, *Theory Practice Relationship, Urban Education, Whole Language Approach
Identifiers—California (San Francisco Peninsula)
A longitudinal study, involving five beginning teachers, revolved around questions about how teachers' own emerging theories of literacy instruction are shaped by their interactions with other theories and perspectives and through their own work with students who are learning to read, write, and understand text in schools. Trained in the whole language or process approach to literature, the teachers in this study found it difficult to implement that approach with inner-city African-American, Latino, and Filipino students. The purpose of the study was both to inform teacher education policy and to provide teacher educators with ideas for better supporting beginning teachers. Triangulated data sources which documented the new teachers' learning consisted of audiotaped transcripts of monthly collaborative meetings and bimonthly videotaped classroom observations of literacy lessons as well as audiotaped open-ended interviews with the teachers. These teachers' experiences suggest at least three areas for reform in literacy education: reconsidering programmatic attention to beginning reading; integrating knowledge of literacy and school cultures; and redefining the boundaries of teacher education. All of the teachers found that sticking to the popular and policy-imposed "rules" for using original literature in any form was inappropriate for many children. The stories told by these teachers suggest that it may be beneficial to support beginning teachers internally as they are learning to teach literature. Without this support, the difficulty

in learning to teach a literature-based, whole-language program designed to give all children access to literacy may lie with the institutional rules in schools and not with the new teachers. (Eighteen references are attached.) (MG)

**ED 332 203**	CS 212 829
Hollingsworth, Sandra   Dybdahl, Mary
**Learning to Teach Literature: Structuring Classroom Tasks To Free Children's Responses to Text.** Research Series No. 201.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 91
Note—18p.
Available from—Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($2.00).
Pub Type— Reports - Research (143) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Classroom Research, Elementary Education, Grade 3, Grade 4, Higher Education, *Preservice Teacher Education, *Reading Instruction, Teacher Effectiveness, *Teacher Improvement, Teacher Influence, Theory Practice Relationship
Identifiers—California (San Francisco Peninsula), Response to Literature
A study outlined the processes through which two beginning elementary teachers in the San Francisco Bay area learned to overcome institutional constraints which tended to standardize ethnically diverse students' responses to literature. The study focused specifically on the changes in one teacher's instruction which freed her third/fourth grade children's literature responses to match more closely those they exhibited in their play, casual conversations, and other social interactions. To understand the changes in both teachers' and childrens' learning, multiple forms of data were collected, including: taped and transcribed conversations about teaching and learning at monthly collaborative meetings; videotapes of monthly classroom observations, children's responsive conversations, and audiotaped open-ended teacher interviews about literacy lessons; teacher's collections of portfolio-type evidence of two target children's progress in each classroom; and three whole-class measures of response to narrative and expository text. Themes were traced through the data using perspectives from feminist epistemological and critical theories as well as sociocognitive and sociocultural response theories. Three processes emerged from the data as supporting the teacher's learning: (1) critiquing the constraints on children's responses; (2) seeking support for instructional changes; and (3) observing resultant changes in children's responses. (Sixteen references are attached.) (Author/MG)

**ED 332 204**	CS 212 830
Koehnecke, Dianne Swenson
**Boundaries of Graduate Assistants: Bouncing off Boundaries.**
Pub Date—Mar 91
Note—5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Employer Employee Relationship, *Graduate Students, Higher Education, Job Satisfaction, Student Role, Surveys, *Teaching Assistants, *Work Environment
Identifiers—Saint Louis University MO, Student Surveys
Graduate assistants must often be the "Jack" or "Jill" of many trades. Graduate assistants at St. Louis University described a variety of boundaries they face in their multifaceted roles. Some of their major concerns were: (1) unreasonable workload; (2) isolation; (3) frenzied pace; (4) work not enjoyable; (5) difficult boss; (6) poor work environment; (7) restrictions; (8) stereotypical roles; (9) responsibility without authority; and (10) low pay. The assistants who appeared to handle the pressures the best were able to bounce off their boundaries and work within their department to implement change. Assistants who were assigned challenging tasks and given opportunities for growth within the depart-

ment appeared to be able to bounce off the boundaries rather than be bombarded by them. (RS)

**ED 332 205**	CS 212 831
Steelman, Jane D.
**Writing Achievement of Middle Level Students Using Computers To Write a Newspaper.**
Pub Date—Feb 91
Note—18p.; Paper presented at the Annual Meeting of the North Carolina Association for Research (Raleigh, NC, February 28-March 1, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, *Computer Assisted Instruction, Grade 6, Intermediate Grades, Intervention, Rural Education, School Newspapers, Student Publications, *Writing (Composition), *Writing Achievement, *Writing Apprehension, Writing Attitudes, Writing for Publication, *Writing Instruction, Writing Processes
Identifiers—Childrens Writing, *Process Approach (Writing), *Writing Development
An intervention study was designed to implement and evaluate an instructional program combining the writing process and computers to improve the writing quantity and quality and investigate the apprehensions of middle level students. Subjects, 75 sixth-grade students, were chosen from a relatively small rural school system. The intervention took place over approximately 28 weeks within 2 of the intact 6th-grade classrooms. The 2 experimental groups were involved in a newspaper writing program 2 days per week, 2 hours each day. A control group receiving traditional classroom writing experiences was also employed. Pretest analyses of variance determined that there were no significant differences between the groups on any of the measures used prior to the intervention. Posttest analyses of variance supported the hypotheses that the use of the writing process approach is superior to traditional methods of teaching writing and that the use of the computer enhances the process. (One figure and 3 tables of data are included and 19 references are attached.) (MG)

**ED 332 206**	CS 212 833
Griffith, Kevin
**Readers, Writers, Teachers: The Process of Pedagogy.**
Pub Date—Mar 91
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Theories, Freshman Composition, Graduate Students, Higher Education, Teacher Effectiveness, *Teacher Orientation, *Teaching Assistants, *Teaching Skills, Training Methods, Writing Instruction, *Writing Teachers
Identifiers—Ohio State University, Student Surveys
The key to initiating a training program for new composition instructors or teaching assistants (TAs), or for successfully maintaining one already in place, is to understand that TAs need to be acclimated to the discourse of composition. In addition, departments must clearly define the theories and goals underlying composition instruction, and incorporate these theories into the mandatory syllabus. Surveys of new TAs of freshman composition courses at Ohio State University (33 participated) showed that many TAs were initially unfamiliar with basic concepts of composition, and felt that the required one-week intensive course coupled with a three-credit hour non-graded introduction to composition was essential to their preparation as teachers. They also favored the use of the department-sanctioned syllabus, which contains lesson plans, instructions for managing group work, trouble-shooting advice, and most importantly, the underlying rationales for all activities. (PRA)

**ED 332 207**	CS 212 834
Allen, Julia M.
**Rhetorics of Resistance.**
Pub Date—Mar 91
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March

21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Discourse Analysis, *Feminism, Higher Education, *Persuasive Discourse, *Rhetorical Criticism, *Rhetorical Invention, Student Writing Models, Writing Instruction
Identifiers—*Feminist Criticism, *Rhetorical Strategies, Writing Models

A critical rhetoric is needed for those interested in feminist discourse, a means of both persuasion and critique. It has been suggested that monologic, fundamentally one-sided argument is inappropriate for a feminist discourse that should instead teach methods of negotiation and mediation. Kenneth Burke proposed shattering views of ideological correctness, or "pieties," by juxtaposing a piety with another view of a different ideological stripe in such a way as to weaken or disintegrate the piety. A student in an upper division course in the rhetoric of feminist discourse practiced Burke's technique in writing a description of June Cleaver. Feminist writers have developed this technique as well. Frequently, feminists and others interested in social change also employ the technique of reversal–turning the seemingly natural on its head. Critics have observed that because the ruling class has a vested interest in maintaining univocity and the appearance of univocity as a naturally occurring phenomenon, aspects of struggle between two or more social languages (what has been termed "dialogism" by Mikhail Bakhtin) are often muted, obscured, or even censored. Periods of revolution improve prospects for more open dialogism. Feminist critics can recombine existing language features to create new discourse. (SG)

**ED 332 208**                    **CS 212 835**
*Thompson, Thomas C.*
**Personality Type and Responding to Student Writing: Directions for Study.**
Pub Date—22 Mar 91
Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Reports - Research (143) —Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Freshman Composition, Higher Education, Personality Assessment, *Personality Measures, *Personality Traits, Teaching Assistants, Teaching Styles, *Writing Evaluation, Writing Strategies, *Writing Teachers
Identifiers—Florida State University, *Myers Briggs Type Indicator

A study examined whether teachers in different personality type groups respond to student writing in different, possibly predictable ways. Nine teaching assistants at Florida State University responded to student essays and took the Myers-Briggs Type Indicator (MBTI), which measures several personality preferences. Using the MBTI scores, the teachers were divided into four groups: sensing-thinking, sensing-feeling, intuitive-thinking, and intuitive-feeling. Responses to the essays were used to examine what the teachers commented on and how they phrased their comments. Results indicated that personality type, along with teacher background, training, and other things, can affect responding styles. Further research may show a clear connection between teacher personality types and responding styles, allowing educators to gain a better understanding of some of the reasons people respond to English classes as they do. G. H. Jensen and J. K. DiTiberio report in their 1989 study that while most English teachers are intuitive, most people in the general population are sensing; hence it is possible that teaching styles conflict with the learning styles of many, if not most, of the students. Educators could remedy this problem by balancing teaching styles or at least by teaching the students to read and interpret their (the teachers') responses. (Seven figures and one handout describing teacher types are included.) (PRA)

**ED 332 209**                    **CS 212 836**
*Coxwell, Deborah L.*
**The Clash between Teachers' Personal Views of Student Writing and Views Imposed by the State.**
Pub Date—Mar 91
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March

21-23, 1991).
Pub Type— Reports - Research (143) —Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Essay Tests, Expository Writing, Higher Education, *Holistic Evaluation, State Standards, *Teacher Attitudes, Test Validity, Writing Ability, *Writing Evaluation, Writing Instruction, Writing Research, *Writing Teachers
Identifiers—*College Level Academic Skills Test, Florida, Teacher Surveys

An informal study explored the difficulties of writing teachers who are asked to set aside preferred ways of viewing student writing for state-mandated criteria when serving as evaluators for state-mandated tests, such as Florida's College Level Academic Skills Test (CLAST). Twelve high school, community college, and university-level writing teachers completed questionnaires and were interviewed to determine whether they prefer intuitive or sensory perception, and to learn how they evaluate student writing. Results indicated that many writing teachers continue to focus on limited, product-based criteria. Furthermore, state-mandated testing such as Florida's CLAST essay examination could quite possibly be having an extremely negative impact on what is being taught in writing classrooms. Writing teachers who serve as evaluators of product-based writing tests are becoming increasingly comfortable with applying out-dated, product-based standards to writing, and are even finding themselves applying these standards to their own students' writing. Entire English departments are being trained in CLAST scoring strategies and are applying its limited, product-based criteria. Writing teachers should not have to set aside preferred ways of viewing student writing when asked to serve as evaluators for state-mandated tests. (PRA)

**ED 332 210**                    **CS 212 837**
*McCarthy, Lucille*
**Multiple Realities and Multiple Voices in Ethnographic Texts.**
Pub Date—Mar 91
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Experimenter Characteristics, Higher Education, *Language Role, *Philosophy, Researchers, Undergraduate Students, *Writing (Composition), Writing Research
Identifiers—Collaborative Writing, Naturalistic Research, Philosophical Research, *Research Teams, *Teacher Researchers

Two college educators, one a philosophy teacher, the other, a composition teacher, undertook a naturalistic study of students' initiation in an introduction to philosophy course. The philosophy teacher found it difficult to articulate his disciplinary ways of knowing, and both researchers had trouble identifying their tacitly held views of disciplinary initiation. Early joint efforts to compose an introduction to a journal article on the project highlighted differences between the researchers' disciplines. Gradually, through reading and interaction, the pair began to take on each other's languages. Eventually, the researchers agreed to divide the work into two parts: (1) the philosophy teacher collected and analyzed data from his classroom community; and (2) the composition teacher retained a focus on student writing. Research was reported in a heteroglossic form, with each researcher contributing in his or her own words and style of expression. In a final report, the introduction, methods, and discussion section were jointly written. In the results section, the philosophy teacher told his classroom story, the composition teacher focused on the writings of two students, and the researchers concluded with a discussion of their collaboration. Publication of the article in a recognized journal may be a step toward recognition of new forms of academic expression. (SG)

**ED 332 211**                    **CS 212 838**
*Hochenauer, Kurt*
**Stifled Voices; Clashing Ideologies: Student Arguments and the American Jeremiad.**
Pub Date—Mar 91
Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type— Speeches/Meeting Papers (150) —Guides - Non-Classroom (055) —Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, Cultural Context, Higher Education, *Persuasive Discourse, *Political Issues, *Rhetorical Criticism, Student Writing Models, Undergraduate Students, United States History, *Writing (Composition)
Identifiers—*American Jeremiads, Discourse Communities, *Rhetorical Devices

The current public debate between the images of the smiling war hero and of the grimacing Vietnam veteran provide opportunities to define two discourse communities that manifest themselves in students' written discourse. These can be seen as akin to the first American jeremiads, which were Puritan treatises written by seventeenth century religious leaders, often drawing upon the Book of Jeremiah. As in the early jeremiads, students often argue with a sense of urgency, employ emotional appeals, assume a homogeneous audience, and argue in a dualistic manner. Like the early jeremiad writers, students frequently look back to the past for answers to current problems. Unfortunately, "correct" conceptions of history do not exist, and the rhetoric and dualism of the jeremiad do not fit many academicians' concepts of academic discourse. Students must be taught that different discourse communities make varied rhetorical demands. This can be achieved by: (1) discussing the current language of sloganeering politicians; (2) having students point out jeremiads in each other's papers; (3) encouraging students to back emotional assertions with academic evidence; and (4) asking students for definitions of shallow political terms. Such steps are necessary in preventing students from clinging to easy dualisms that mar extended argument. (SG)

**ED 332 212**                    **CS 212 839**
*Walker, Helen L.*
**"Unfinished Story" [The Making of a Learning Center Using Freirean and Democratic Plans.]**
Pub Date—Mar 91
Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Discussion (Teaching Technique), *Educational Principles, *Freshman Composition, Higher Education, *Learning Centers (Classroom), *Peer Teaching, Student Attitudes, *Teaching Methods, Teaching Styles
Identifiers—*Freire (Paulo), University of Maine Presque Isle

Efforts by a writing specialist at the University of Maine at Presque Isle to implement a learning center there were based on methodologies adapted from Paulo Freire's "Pedagogy of the Oppressed." In keeping with Freire's call and decoding stages, the specialist began meeting with the necessary personnel to create guidelines and split the project into parts. The specialist found local people to be: (1) eager to welcome strangers; (2) hard-working and land-focused; (3) fundamentalist Christian; (4) somewhat racist toward Franco-Americans and American Indians; and (5) supportive of education as a means to a better life. Upon reflection, the writing specialist's teaching style was seen as authoritarian and an internal struggle for radical change began. Freshman in a composition class were found to be unaccustomed to dialogue. The class was transformed by being divided into small peer discussion groups which encouraged dialogue. A learning center with a staff of five was instituted at the university. Peer tutors were trained and a democratically-based methodology was established. More work needs to be done to determine contradictions between what is being done and what should be done. (SG)

**ED 332 213**                    **CS 212 840**
*Dryden, Phyllis*
**Alexander Bain's CUE in the Post-Modern World: Unity Revisited.**
Pub Date—23 Mar 91
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational History, Educational

Theories, *Freshman Composition, Higher Education, Teaching Methods, *Textbook Content, *Writing Processes, *Writing Strategies

Identifiers—*Bain (Alexander), *Composition Theory

In 1866, Alexander Bain proposed that by evaluating unity, coherence, and emphasis (which he brought together under the acronym "CUE"), students could judge the effectiveness of their written paragraphs. One hundred twenty-five years later, the proposition is still central to composition instruction. A review of modern writing textbooks reveals that unity is the most entrenched of the CUE concepts, followed by coherence and emphasis respectively. Some books even try to unite the CUE principles with non-traditional methods of writing. Implicit, if not explicit, concern for CUE is found in every writing textbook. The bottom line of writing instruction seems to be recognizing and fostering two sharply different forms of discourse: unity, coherence, and emphasis on the one hand, and appreciation for creative disunity, incoherence, and a complete lack of emphasis on the other. Alternatives are available to instructors: they can encourage more creative writing in freshman composition courses; they can assign creative take-home tests in place of expository in-class exams; and they can point out differences between the two types of discourse. In any case, the processes of arriving at the unified, coherent, and emphasized written product is infinitely more important than whether the time-honored CUE formula was used in achieving the result. (Thirty-seven references are attached.) (SG)

**ED 332 214**   **CS 212 841**
Korth, Philip A.
The Developmental Level Writing Program at Michigan State University.
Pub Date—Mar 91
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Writing, *Developmental Studies Programs, Higher Education, Popular Culture, Program Descriptions, Reading Writing Relationship, *Remedial Programs, Writing Difficulties, *Writing Instruction
Identifiers—Academic Discourse, Michigan State University, Student Empowerment

The developmental writing program at Michigan State University offers special attention to students who enter the university at a competitive disadvantage with respect to their ability to express themselves in writing. The primary goal of the program is to seek to empower students so that they will be able to express themselves in writing for the academy. An ancillary goal is to help the students gain the confidence necessary to prevail in their pursuit of a degree. The program is based on the premise that reading and writing go together, and that students benefit in multiple ways–as academic writers, as citizens and as thinkers–from addressing in writing major issues in American culture. Although the program does not differ in kind from the regular courses offered, it does differ in the intensity and close attention each student receives, for class size and faculty loads are smaller. In this way, instruction is individualized and a bridge of language and ideas is built that will carry the students into full participation in the culture that will be theirs to shape. (RS)

**ED 332 215**   **CS 212 843**
Marx, Michael Steven
Writing Abilities, Writing Attitudes, and the Teaching of Writing.
Pub Date—Mar 91
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Freshman Composition, Higher Education, Holistic Evaluation, *Student Attitudes, Surveys, Undergraduate Students, *Writing Ability, *Writing Attitudes, Writing Research
Identifiers—Basic Writers, Skidmore College NY, Student Surveys

To come closer to the full "face to face" expression of writing consistent with the intention of the holistic movement, a study investigated the writing attitudes of first year writing students. Subjects, 70 students in the developmental writing group, 77 in the middle ability group, and 68 in the advanced writing group enrolled in freshman writing classes at Skidmore College, completed a questionnaire consisting of three open-ended questions on writing attitudes. Results indicated that the developmental writers shared many of the writing attitudes of the most advanced writers, while the middle ability group often expressed the kind of attitudes expected from students of lower writing ability. Results also yielded five purposes for writing in college: (1) to express the self; (2) to teach students to write; (3) to evaluate students' knowledge; (4) to develop skills necessary for a future job or graduate school; and (5) to learn or discover ideas and information. (Five notes are included.) (RS)

**ED 332 216**   **CS 212 846**
Cullum, Charles
Collaborative Learning, Phase Two: Experimental Research.
Pub Date—21 Mar 91
Note—39p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Writing, Higher Education, Undergraduate Students, Writing Difficulties, Writing Research, Writing Skills, *Writing Strategies, Writing Workshops
Identifiers—*Basic Writers, *Collaborative Learning, Writing Development

A study developed an objective approach to measuring the effects of collaborative learning techniques, and assessed the impact of collaborative learning on reducing writing problems for developmental students. One-hundred two developmental English students participated in an experimental writing class that used only collaborative learning techniques. The study measured the effects of collaborative learning on sentence structure, word usage, verb form, and an overview of the writing samples through the category of problems detected. Results indicated that collaborative learning appears to have a greater impact in the areas of sentence length, the use of passive voice, the use of the verb "to be," and overall number of problems. There seems to be less impact in the areas of coordination and subordination, and the impact in the word usage areas is inconclusive. Results also demonstrated a need for better grammar-checking computer software for use in future objective-qualitative studies. Finally, findings suggest the validity of the conventional subjective attitude among developmental instructors that developmental students are not necessarily inferior in any intrinsic way, and appears to indicate that, overall, collaborative learning has a positive effect on the writing skills of developmental students. (Eleven tables of data are included.) (PRA)

**ED 332 217**   **CS 212 847**
Sudol, David  Hall, Anne-Marie
Back to School: Warnings and Advice to the Older Graduate Student.
Pub Date—Mar 91
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, Doctoral Degrees, English Teacher Education, *Graduate Students, Higher Education, Married Students, *Reentry Students, *Student Attitudes, *Student Educational Objectives, *Student Experience, *Student Motivation, Student Needs
Identifiers—*Student Surveys

In a University English Education program, 14 graduate students between the ages of 37 and 50 were asked to talk about the personal, social, academic, and professional advantages and disadvantages of being older graduate students. Disadvantages included financial problems, social isolation, irrelevant course content, and supervision of their teaching by less experienced instructors. Some advantages noted were keeping intellectually alive, fewer social distractions, and greater self-reliance and confidence. At the end of each interview, the students offered some words of wisdom or advice to the older graduate student who might be in his or her place next year. (PRA)

**ED 332 218**   **CS 212 849**
Campbell, Kermit E.
"Bad English" and "Slang": Students' Perceptions of Dialect in Writing.
Pub Date—22 Mar 91
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Dialects, Case Studies, Ethnography, Higher Education, Language Research, *Language Usage, Metacognition, Metalinguistics, Student Attitudes, Student Writing Models, Writing Research
Identifiers—Academic Discourse, *African Americans, Ohio State University, Slang, *Writing Contexts

A case study explored two African Americans' perceptions of Black English (BE) in their writing of academic prose and the effect these perceptions may have on their own metalinguistic awareness. Subjects, two African American male undergraduates enrolled at Ohio State University who had difficulty with grammar or used BE in their writings, were observed during tutoring sessions in a writing center and were interviewed. Results indicated that: (1) the first subject recognized that certain concepts are more appropriate for talking BE than others, but that he does not appear to have an equal recognition of the appropriateness of BE features in writing; and (2) the second subject used very few BE grammatical features in his writing and demonstrated his unfamiliarity with the personal experience essay. Findings suggest that it is important that teachers and students become well-informed about the nature of language and its use. (Two excerpts from the field notes are included; two excerpts from the subjects' essays are attached.) (RS)

**ED 332 219**   **CS 212 850**
Capps, Douglas
Revisioning Vygotsky.
Pub Date—Mar 91
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Educational Theories, Elementary Secondary Education, Epistemology, Higher Education, *Speech Communication, *Writing Improvement, Writing Instruction, Writing Processes, *Written Language
Identifiers—Composition Theory, Process Approach (Writing), *Purpose (Composition), *Vygotsky (Lev S)

To clarify the relevance of Russian psychologist, literary critic, philologist, and educational theorist Lev S. Vygotsky's research to composition theory necessitates an examination of his account of the development of inner and oral speech. Vygotsky argued that the acquisition and development of oral speech is due to its function: it is primarily a means of social contact that develops to serve real and immediate needs. Oral speech continues to develop because the motivation for its use remains. By contrast to the unconscious development of oral speech, written language skills require formal training, concentration, and effort. Although children possess a substantial vocabulary and basic knowledge of grammatical structures, they have difficulty with written speech because it requires mastery of technical skills unrelated to oral skills. Vygotsky considers writing to be a difficult skill to acquire because it requires: (1) unique technical elements; (2) abstract thought; (3) deliberate and conscious effort; (4) a more complete linguistic structure than inner and oral speech; and (5) a syntax opposite that of inner speech on which its production depends. The contemporary focus on writing processes downplays the issue of meaning. Until meaningful forms of social written communication are widely entrenched, educators must strive to approximate a nurturing environment for the act of writing. (SG)

**ED 332 220**   **CS 212 851**

*Kalamaras, George*
**Effecting Institutional Change through Writing across the Curriculum: Ideology and Inner Dialogue.**
Pub Date—Mar 91
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, *Change Strategies, *Educational Change, Higher Education, Inservice Teacher Education, Resistance to Change, Student Centered Curriculum, *Writing Across the Curriculum
Identifiers—Academic Discourse Communities, Consultant Role, Writing Contexts
A writing consultant to a biology department at first sought to re-empower students by granting them access to their own language and meaning-making capabilities and to relocate students as the locus of knowledge. However, by the end of the fifth semester, the consultant came to value the process of change itself more than initial commitments and their particular effects. The consultant initially focused on the problematic dimension of the tenuousness of curriculum changes rather than their significance. Eventually, the consultant came to value potential change, rooted in the interplay of apparent contradictions, as a generative chaos. The real issue is ultimately not whether a consultant effects institutional change, but rather how he or she views the institution and its relationship with his/her own agenda, and how he or she negotiates these often dissonant perceptions to shape writing-across-the-curriculum practices. It is the inner dialogue between a consultant's perception of an institution's constraints and his/her own ideology where institutional change begins. (RS)

**ED 332 221**                    CS 212 852
*Brand, Alice, Comp.  Graves, Dick, Comp.*
**Notes from beyond the Cognitive Domain.**
Pub Date—23 Mar 91
Note—43p.; Summary of the Think Tank "Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing" presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Higher Education, *Holistic Approach, Humanistic Education, Learning Processes, *Learning Strategies, *Learning Theories, Theory Practice Relationship, *Writing Instruction, Writing Processes, Writing Research, *Writing Teachers
Identifiers—Composition Theory, Holistic Education, Learning Systems, *Noncognitive Attributes, *Professional Concerns, Writing Development
This packet summarizes the ideas, concepts, suggestions, and speculations growing out of a think tank which explored the uncharted region beyond cognitive learning. The packet shows that participants were divided into groups to discuss teaching, research, bibliographic information, theoretical ideas, and professional issues. The packet contains: (1) an alphabetical list of the participants; (2) the participants' interests by key terms; (3) a participant list sorted by interests; (4) a list of participants who have a book, article or research in progress; (5) a summary of the group discussions (including holistic mental processes, teaching and learning strategies, research design, and social and cognitive frameworks for teaching and learning writing); (6) a list of contributors to the preconference workshop; and (7) a starter bibliography of books "on the domain beyond the cognitive." (PRA)

**ED 332 222**                    CS 212 853
*Scheurer, Erika*
**Voice and the Collaborative Essay.**
Pub Date—21 Mar 91
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, Essays, *Freshman Composition, Higher Education, *Student Atti-

tudes, *Student Writing Models, Writing Assignments, *Writing Attitudes
Identifiers—*Collaborative Writing, *Voice (Rhetoric)
The collaborative student essay invites exploration of various points of view in multiple voices. The co-written essay brings out language's heteroglossic richness, as shown by the students' collaborative writing experiences in a college writing class. Students worked within the frames of two assignments: (1) an analysis of a text or trend; and (2) an exploration of a minority group to which none of the writers belonged. Because the latter assignment required interviews, it involved dialogue not only between the members of the co-writing group, but between the group and interviewees. In response to questionnaires, the students projected a view of voice as static and best not changed. When asked to socially create or alter their knowledge, and with that their voices, students felt dissatisfied. The students disliked exploratory essays because the essays did not require writers to support a single point of view, but rather to explore multiple approaches to an issue. Because they felt oppressed by the multiple voices, the students often rejected essay form in favor of a research paper approach with a dull academic voice. The intensity of co-writing awakened students to a different view of voice. Students noted the need to consider others' views and to investigate their own thinking processes. (SG)

**ED 332 223**                    CS 212 855
**Alaska Writing Assessment Pilot Survey 1988-89.**
Alaska State Dept. of Education, Juneau.
Pub Date—[89]
Note—106p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Correlation, Grade 10, High Schools, Holistic Evaluation, Public Schools, *Student Evaluation, Writing Ability, *Writing Evaluation, Writing Research
Identifiers—*Alaska, Analytical Scoring, Primary Trait Scoring
A study investigated what can be learned about the strengths and weaknesses of students' writing from direct assessment of writing performance and knowledge of overall student performance. In the first part of the study, all 13 school districts in Alaska participated in an interdistrict writing assessment procedure intended to measure the overall strengths and weaknesses of tenth graders' writing skills. Nine school districts participated in the second part of the study which correlated 668 tenth graders' performance in the direct writing assessment to their performance on standardized tests and to their grade point average. The subjects responded to a writing prompt concerning friendship and were given two 50-minute periods to write and revise their responses. The strengths and weaknesses of the subjects' writing abilities were analyzed for each of six writing traits: ideas and content; organization; voice; word choice; sentence structure; and conventions. Results indicated that: (1) the relationships among the six writing traits were higher than the relationship with the standardized test result; (2) the strongest associations between writing traits and test scores occur with "sentence structure" and "conventions"; and (3) the weakest association between writing traits and test scores occurs with "ideas and content" and "voice." Findings suggest that while the traits are strongly interrelated, they are in fact measuring different components of writing. (Sixteen tables of data are included; appendixes include a list of participating districts, the agenda for early training sessions, definitions of scoring methods, the analytical scoring guide, department of education letters and instruction, participating teachers' comments, contingency tables, and interdistrict writing assessment statistics.) (RS)

**ED 332 224**                    CS 212 856
*Lacey, Andria  Walker, William J.*
**Using Small Group Work To Motivate English Students.**
Pub Date—[91]
Note—50p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Activities, *English Curriculum, *English Instruction, *Group Activities, Instructional Materials, Language Skills, Learning Activities, Secondary Education, Secondary School Students, *Small Group Instruction, *Student Development, Student Educational Objec-

tives, Student Motivation, Student Participation, Teaching Methods
The use of small group work in the classroom can increase student motivation, interest, participation, learning, and retention. Small group work can also increase the quality and quantity of participation among students, elevate the level of thinking skills developed in the classroom, increase the level of self-esteem among participants, and teach students social skills that they will be able to employ the rest of their lives. Group projects that have proved successful in the English classroom include: (1) Synonym Puzzle; (2) Hidden Homographs; (3) Chaining (for example, chaining of "Romeo and Juliet"); (4) Halloween Adjectives; (5) Speech Topics; (6) Group and Classify; (7) Pronoun Practice; (8) "A Tale of Two Cities" Vocabulary Review; (9) Literary Terms; (10) Rhyme Mobile; (11) Latin Roots; (12) Creative Writing; (13) Hidden Treasure; (14) Interviewing; (15) The Dating Game; and (16) Vocabulary Grouping and Labeling: The Where Does It Go Game. (Detailed descriptions of each project, including objectives, adaptability, materials, playing directions, options, evaluation, and hints are included.) (PRA)

**ED 332 225**                    CS 212 862
*Kaczmarek, Nancy*
**"The Andromeda Strain" as Science and Literature.**
Pub Date—Mar 91
Note—10p.; Paper presented at the Annual Spring Conference of the National Conference of Teachers of English (Indianapolis, IN, March 14-16, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, High Schools, Interdisciplinary Approach, *Novels, Science Fiction, *Science Instruction, Secondary School Science, Teaching Methods, Team Teaching
Identifiers—*Andromeda Strain, Collaborative Teaching
Well-written, with a flair for character development, and focusing on controversial issues, Michael Crichton's novel "The Andromeda Strain" can precipitate lively discussions in science, English, and social studies classes and can help students to integrate all three areas. English and science teachers can collaborate in a variety of ways in teaching the novel. The simplest way for English teachers to start is to invite a science colleague to speak to the class. Another level of collaboration involves convincing a science colleague to incorporate the novel into one or more courses in which the English teacher would teach the literary perspective and the science teacher would teach the scientific perspective. The closest level of collaboration involves the science and English teacher working together to plan the unit. "The Andromeda Strain" puts science into a real-life context, integrates biology, chemistry, physics, and earth sciences with one another and with current events, and might help students to further their own subject-matter integration. (RS)

**ED 332 226**                    CS 212 863
*Fleckenstein, Kristie S.*
**Planes of Existence: Toward Epistemological Peace.**
Pub Date—Mar 91
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anthropology, Cognitive Processes, *Concept Formation, *Educational Theories, *Epistemology, Higher Education, Phenomenology, *Writing (Composition)
Identifiers—*Composition Theory, Consensus Models, *Philosophical Influences
In composition studies, negotiation and consensus are threatened by growing epistemological schisms that privilege one way of knowing, one kind of knowledge, even one kind of language over another. Those who assert that one epistemology is more "right" set the stage for paradigmatic conflict. Some theorists predict a dismal resolution of these so-called "paradigm wars," which could result in discredited epistemologies and methodologies being cast onto the intellectual slag heap. Nascent paradigm wars can be warded off in a variety of ways. Epistemologies can be viewed as ways of knowing that exist on separate, non-intersecting planes, rather than as forces struggling to occupy the same

territory. The problem, then, is not in establishing or defending the legitimacy of any one plane but in coordinating analyses resulting from different ways of knowing. Facets of meaning-making can be reexamined and conflicting epistemologies can be transformed into complementing ways of knowing. Application of three primary ways of knowing–experimental, psychological, and anthropological–is a product of the researcher's (or learner's) purpose, intentions, and needs. All three ways of knowing indicate that meaning is multifaceted. An embrace of contraries is necessary to serve the students who enter classrooms trusting in their teachers. (SG)

**ED 332 227** CS 212 864
*Hill, Charles A.*
**The Impact of Persona on the Success of Written Arguments.**
Pub Date—Mar 91
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, Authors, College Freshmen, Drug Legislation, Essays, *Freshman Composition, Higher Education, *Persuasive Discourse, Questionnaires, *Reader Text Relationship, *Student Attitudes
Identifiers—Drugs, Purpose (Composition), Voice (Rhetoric)
In a study, 52 first-year college students were asked to complete questionnaires about their attitudes about legalizing drugs. The students were to offer persona judgments about hypothetical authors arguing for and against legalization. Next, the participants were assigned to read and evaluate essays for and against legalization, and then were to offer persona judgments of the essay writers. Slightly over half of participants held anti-legalization attitudes. Mean ratings of argumentative essays were slightly but not significantly higher for the essay that argued against legalization. Overall, the hypothetical "pro" author was not liked nearly as much as the hypothetical "con" author. Interestingly, readers who supported legalization liked the "con" author as much as the "pro" author. In general, readers liked the pro-legalization essay better than they thought they would, and there was no significant difference in liking for the two essay authors among pro-legalization students. Correlations basically supported the notion that attitude, persona judgments, and argument evaluations are all related in complex ways, with attitude being an especially strong factor. Results highlight the difficulty of determining how individual readers will react to broad, editorial-style arguments addressed to a large portion of the population. (Three figures and four tables are included.) (SG)

**ED 332 228** CS 506 554
*Rivalland, Judith*
**Parents Helping in the Classroom. PEN 71.**
Primary English Teaching Association, Rozelle (Australia).
Pub Date—89
Note—9p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Boards of Education, Classroom Environment, Community Resources, Elementary Education, Foreign Countries, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Staff Role
Identifiers—*Australia
This pamphlet answers the question "How can we best involve parents in the classroom?" at the level of the school council, school staff, and classroom teacher. Issues to be negotiated by school councils include the changing nature of Australian family structures, parents with small children at home, parents helping after school hours, encouraging participation by parents who do not normally participate, and the male role models provided by fathers helping in the classroom. Six parent workshops designed to be run by the school staff are described. Also presented are eight specific ideas for getting parents interested in helping–including formal visits, using parents' particular skills, and avoiding giving parents information overload by sending too much information home rather than giving it briefly at class meetings. Suggestions for ways that parents can help in the classroom include assisting with reading,

writing, and computers, or serving as group leaders or tutors. (RS)

**ED 332 229** CS 506 610
*Whelan, Wendy Lee*
**Enhancing a Child's Self-Concept.**
Pub Date—May 89
Note—64p.; M.A. Thesis, Kean College.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Childhood Attitudes, Class Activities, Classroom Environment, Educational Research, Grade 6, Intermediate Grades, Personality Traits, *Self Esteem
Identifiers—Piers Harris Childrens Self Concept Scale
A study tested the effect on children's self-concept of 4 weeks of activities intended to foster self-esteem. Subjects, 20 sixth graders from a low socio-economic background were randomly assigned to experimental and control samples. The experimental sample received training in self-esteem activities, while the control sample did not. Results indicated no significant difference between the two groups. (One table of data is included, 28 references are attached, and 5 appendixes–including materials from the self-esteem activities, and scores from the Piers-Harris Children's Self-Concept Scale–conclude the study.) (SR)

**ED 332 230** CS 506 855
*Drake, H. L.*
**Frank Buchman's Moral Re-Armament and Alfred Korzybski's General Semantics: A Comparison and Contrast.**
Pub Date—8 Dec 89
Note—34p.; Paper presented at the Annual Meeting of the Communication Association of Puerto Rico (December 8, 1989). Some words are not legible.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biographies, Comparative Analysis, Discourse Analysis, *Semantics, *Speech Communication
Identifiers—*Buchman (Frank), General Semantics Paradigm (Korzybski), *Korzybski (Alfred), Moral Rearmament
This paper hypothesizes that Frank Buchman and Alfred Korzybski were aware of each other and made some comments–written or orally–about each other's work. Support for this hypothesis was developed by concentrating on correspondence, documents, and interviews relative to the two men. The paper also provides documentation about Buchman and Korzybski which is not in print or easily accessible and which offers additional perspectives regarding the two men and their work. The paper is in nine sections: (1) Introduction; (2) Frank Buchman; (3) Alfred Korzybski; (4) Moral Re-Armament; (5) Non-Aristotelianism; (6) Comparisons and Contrasts; (7) Select Contemporaneous Aspects; (8) Literary Influences; and (9) Conclusion. Ninety-nine notes are included. (SR)

**ED 332 231** CS 507 102
*Gilson, Joan Tedrow*
**Values Education in College and Universities: An Overview of Collaborative Projects between Student Affairs and Academic Affairs.**
Pub Date—90
Note—20p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, Cooperation, Higher Education, *Organizational Communication, *Student Needs, Theories, Universities, *Values Education
Identifiers—Seattle University WA, Syracuse University NY
This paper provides an overview of current student development programs that include values education and that represent collaborative work between student affairs and academic affairs divisions. It examines a variety of programs, including freshman seminars designed to promote retention, interdisciplinary courses and seminars at all levels, and total systems of design that have significantly transformed the culture of their institutions in the process of meeting the needs of students. The paper discusses collaborative theory, milieu management, and values development pedagogy as a theory base for these programs. It also provides a brief discussion of the advantages of such education to the

schools, students, and communities involved. The paper identifies existing values education programs including: University 101 (University of North Carolina); Academic Intervedntion Program (Rider College); New Student Seminar (Duquesne University); Guided Studies Seminar (El Centro Community College); and the Sierra Project (University of California at Irvine). The paper explores two values education programs, at Seattle University and Syracuse University, which reflect the assumptions of collaborative theory, student development philosophy, and milieu management. Twenty-five references are attached. (MG)

**ED 332 232** CS 507 109
*Burns, Gary*
**Popular Music, Television, and Generational Identity.**
Pub Date—6 Apr 90
Note—17p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990). Best available copy.
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Audience Awareness, *Baby Boomers, Cable Television, Change, *Mass Media Role, *Popular Culture, *Sociocultural Patterns, Songs, Technological Advancement, Television Commercials, Visual Stimuli
Although previous generations have by no means been disloyal to the popular music of their youth, the tenacious attachment of the Baby Boomers to the music of the 1960s seems unprecedented. Three main reasons account for this constantly widening musical reclamation project. First, the Baby Boomers have a clearer sense of generational identity that any other generation has had. They are incessantly studied, written, about, renamed, "targeted," and otherwise reminded of their own supposed uniqueness and importance. Second, the Baby Boom generation refuses to let go of childhood and youth. This notion of longevity is attributed in part to a lack of a clear connection to an acceptable history (in a sense, World War II ended history, and the assassination of John F. Kennedy did something similar). This resulted in a need of Baby Boomers to create a substitute culture which remains strongly embedded in their memories as they ultimately become a part of the mainstream. Finally, the mass media, especially in their marketing and advertising functions, encourage both the generational identity and longevity. Examples are seen in the repacking of the VH-1 video channel and MTV, the recycling of the 1960s songs in current advertising, and the musical/televisual attempts to reconfigure the present as consistent with past ideals. (KEH)

**ED 332 233** CS 507 234
*Parent, Roger*
**Techniques de Theatre Integrees a l'Enseignement du Francais 1989 = Theatre Techniques Integrated into the Teaching of French, 1989.**
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Report No.—ISBN-1-55006-248-4
Pub Date—90
Note—252p.
Language—French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Class Activities, *Communication Skills, Curriculum Guides, Dramatics, Foreign Countries, French, Group Dynamics, Lesson Plans, *Role Playing, Secondary Education, Teaching Methods
Identifiers—*Alberta, Canada, Drama in Education
This curriculum guide presents a methodology for teaching language and literature through role-playing in the classroom and demonstrates to teachers the link that exists between effective communication and the techniques used to achieve it. The new French program views language as an instrument of communication, a concept that implies that students will experience many different kinds of communication activities in class. Thus, students will have to act in skits, give concrete form to their ideas, make informational presentations, etc. The training proposed in this guide puts at the student's disposal a powerful tool of expression, while the positive experiences that occur during the dramatization process not only provide individual validation but foster awareness of both individual and collective identity. Success in role playing depends on three fundamen-

tal competencies which form the basis of the guide's three main chapters: (1) "Group Dynamics"; (2) "Creating a Character"; and (3) Narrative Competencies." A total of 92 activities are divided among the chapters, and each set of activities is designed to prepare the student to achieve success in one main target activity in that set. In sum, this document provides a repertory of exercises that have proved effective and stimulating in the classroom and a synthesis of the approaches most commonly used in secondary school courses in dramatic art. A schematic table of the activities is included in the guide. Appendixes include charts showing progression and sequencing of activities and a set of evaluation matrixes and criteria tables. (RS)

**ED 332 234**          **CS 507 272**
*Remaly, Beth K.*
**Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.**
Pub Date—Jun 90
Note—85p.; M.S. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Expressive Language, High Risk Students, Kindergarten, *Kindergarten Children, Language Acquisition, Learning Activities, *Oral Language, *Parent Participation, Parent Student Relationship, Primary Education, *Verbal Ability, Verbal Development, Vocabulary Development

A practicum study, recognizing the expressive language delays of inner-city kindergarten children, implemented two strategies to increase their expressive language ability and their mean length of utterance. The target population, 14 kindergarten students who demonstrated vocabulary development delays on the Brigance Kindergarten Screening Test, participated in oral language classroom sessions and at-home activities that emphasized specific vocabulary for mastery, as well as presented opportunities for elaborated language. Results indicated increased vocabulary, mean length of utterance, levels of participation, and appropriate speaking behaviors. Parent participation was exemplary. Data indicated that emphasis on providing students opportunities for expressive language development will in fact increase their oral language ability. (Fifteen references are attached. Appendixes include data collection instruments, descriptions of oral language activities, and data analysis tables.) (Author/SR)

**ED 332 235**          **CS 507 350**
*Ross, Billy I., Ed.*
**Where Shall I Go to College to Study Advertising?**
Pub Date—90
Note—26p.
Available from—Advertising Education Publications, P.O. Box 16022, Baton Rouge, LA 16022 ($2.00 each 1-9 copies; $1.00 each, 10-49 copies; $.75 each, 50+ copies).
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Admission Criteria, *Advertising, *College Choice, *College Curriculum, Higher Education, Institutional Characteristics, Majors (Students), *Program Descriptions
The information in this booklet has been compiled to help students select a college or university where a program in advertising education is offered. Information for each of the 110 programs listed in the booklet includes: (1) title of program; (2) specific degrees obtainable; (3) accreditation; (4) number of advertising students and graduates; (5) number of full-time faculty teaching one or more advertising courses per year; (6) number of scholarships available; (7) financial assistance available; (8) entrance requirements for the university and the program; (10) cost; and (11) the person to write to for more information. (RS)

**ED 332 236**          **CS 507 436**
*Thomlison, T. Dean  Ledingham, John*
**The Challenge of Communication Curriculum Integration.**
Pub Date—Oct 89
Note—8p.; Paper presented at the Annual Presidential Seminar of the Association for Communication Administration (17th, Washington, DC, October 1989).
Pub Type— Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Development, Higher Education, *Integrated Curriculum, *Journalism Education, *Speech Communication, Speech Curriculum, Student Attitudes, Student Needs, Technological Advancement
Identifiers—*Curriculum Emphases
The integration of the undergraduate communication curriculum is a growing national challenge. Mergers of curriculum programs from different subdisciplines have occurred over time because of economic pressures and erroneous judgments about student and university needs. Student interest in the social sciences has declined, and communication programs have shifted their focus from rhetoric and argumentation to media technology. The expected merger of more speech and journalism programs raises the need to identify unifying principles in the communication subdisciplines. Those who promote "practical" approaches to curriculum building would support skills development at the expense of valuable comprehensive thinking. Students must learn that communication occurs in an environment, not a vacuum. If students learn communication theory well, they will be able to transfer and integrate the knowledge into other areas. Speech communication and journalism educators have the opportunity to strive for the challenge of integrating the two subdisciplines. The alternative is to continue to try to define communication in terms of its segmented fragments. (SG)

**ED 332 237**          **CS 507 441**
*Hulm, Lee*
**Ethics in the Business Curriculum? Let's Hear from the Students!**
Pub Date—Apr 91
Note—13p.; Paper presented at the Annual Eastern Regional Conference of the Association for Business Communication (Philadelphia, PA, April 11-13, 1991).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Education, *Ethical Instruction, Higher Education, *Individual Development, *Moral Values, *Student Attitudes, Surveys, Technological Advancement, *Undergraduate Students
Identifiers—Chadron State College NE, Student Surveys
After discussing with his students the widely reported view of many college students that financial security is their overriding goal, a business professor conducted a survey of the students' opinions on the subject. Of specific interest were: (1) the extent to which students believed their awareness of ethics had been altered; (2) the extent to which classroom experiences influenced future decisions; (3) views on the merits of specific ethics classes versus integrating ethics into regular courses; and (4) the extent to which ethics education could influence participants' development. Students found merit in ethics instruction, and felt that ethics education would influence future decisions. The students favored both specific ethics classes and ethics instruction as a part of regular classes, and they felt that ethics instruction could promote individual development. An education process that focuses on technology but not ethics may produce mechanic, robotic workers, but it will not develop the poets, artists, and philosophers essential to a caring and conscionable society. (SG)

**ED 332 238**          **CS 507 442**
*Davis, Nancy T.  And Others*
**Communication for a Shared Understanding: The Role of Semiotics in Establishing a Culture for Change.**
Pub Date—Apr 91
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational Improvement, Educational Research, Elementary Secondary Education, *Organizational Communication, *Semiotics, Teacher Effectiveness, Teacher Improvement, Theory Practice Relationship
Identifiers—Bay County School District FL, *Educational Restructuring, Organizational Culture, Teacher Collaboration, Teacher Needs, *Teacher

Support Groups
The purpose of this paper is to examine how a group of teachers came together to form a proactive culture, conducive to change, which assists them in achieving their ideals. The study is part of a programmatic effort to develop an understanding of how teachers make sense of teaching and of their struggles to change. Using semiotics as a base, the cognitive processes of teachers were examined by studying their use of words in their communication with colleagues. The study began in a teaching enhancement project in which the concept of a "family of schools" was developed; these "families" consisted of cooperating teachers from high, middle, and elementary schools who met periodically to discuss teaching and learning. As teachers from differing school cultures began to form families they negotiated new norms and customs of behavior, and the negotiation process was studied as the teachers established the cultures within their families. When the families met, interactions were audiotaped and fieldnotes were collected. These notes were compiled into summaries of the meetings. Conversations were transcribed and analyzed and assertions were formulated from categories which arose from the data. Three primary assertions resulted from analysis of meetings between the families: (1) communication occurs as teachers share problems and dilemmas of their own school culture and their personal teaching experiences and believe that other teachers are interested in what they are saying; (2) learning occurs as teachers struggle with meaning and negotiate purposes for meeting; and (3) introduction of alternative views and perturbing questions assists the teachers in reflecting on their own teaching beliefs and practices. (Thirteen references are attached.) (MG)

**ED 332 239**          **CS 507 446**
*Nwanko, R. Nwafo  Onwumechili, Chuka*
**Communication and Social Values in Cross Cultural Adjustment: Conceptual Background and Some Propositions.**
Pub Date—May 91
Note—34p.; Paper presented at the Annual Meeting of the International Communication Conference (41st, Chicago, IL, May 23-27, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acculturation, College Students, *Cross Cultural Training, *Cultural Differences, Foreign Students, *Intercultural Communication, Mass Media, *Mass Media Effects, Social Values
Identifiers—Africans, *Cultural Adjustment
In discussing reprogramming as a cultural process, for better intercultural adaptation theory construction, more attention should be paid to macroscopic, motivating, and contextual factors such as the mass media institution. The learning of new cultures from individual systems (e.g., interpersonal interaction) cannot be as efficient or effective as learning from collective or institutional systems. Evidence suggests that while primary or individual systems are capable of mediating the learning of secondary institutional culture, they cannot be as effective, efficient, or comfortable sources of cross-cultural learning as are secondary institutions such as the mass media. As communication resources, the mass media are an institutionalized information, leadership, education, and entertainment service. Accordingly, certain expectations could be drawn, using African students as examples: (1) that the amount of television viewing among African students would be significantly and positively related to cultural adaptation; (2) that Africans students would have a distinctive, if not unique, pattern of television program choice related to cultural value preference; and (3) that African students' amount and type of television viewing would differ from other foreign students. (Two figures are included; 43 references are attached.) (SG)

**ED 332 240**          **CS 507 447**
*Sloat, Sharolyn G.  Hoppe, Ron A.*
**Discourse and Leadership: Which is Best for Morale and Productivity a Monologue or a Dialogue?**
Pub Date—25 May 91
Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-25, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Athletes, Athletic Coaches, Commu-

nication Research, Dialogs (Language), *Discourse Modes, Foreign Countries, Ice Skating, *Leadership Styles, Monologs, *Sport Psychology, Teaching Styles, Team Training, *Verbal Communication

Identifiers—*Coaching, Leadership Effectiveness

A junior team and a masters team of precision skaters in Canada were coached under two conditions. In one condition the coach used a monologue and the skaters were not permitted to ask questions or otherwise interact with the coach. In the other condition the coach interacted in a dialogue with team members. Both teams had significantly higher morale and were significantly more productive in the dialogue condition than in the monologue condition. Also, both teams behaved significantly more unproductively when the leader used a monologue than when she used a dialogue. A democratic style of coaching which engages members of a skating team in a dialogue is likely to be better for both morale and productivity than an autocratic style which directs the team by employing a monologue. (Two tables are included; 16 references are attached.) (Author/SG)

**ED 332 241**                                CS 507 448
*Eckloff, Maurine*
**LEAD: Communication Training for Leadership Development.**
Pub Date—Nov 90
Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agriculture, *Communication Skills, *Economic Progress, *Fellowships, *Institutes (Training Programs), *Leadership Training, Post Secondary Education
Identifiers—Nebraska, *Nebraska LEAD Program

The Nebraska LEAD Program was developed to address concerns that a gap of understanding between agricultural and other areas of Nebraska's economy could hinder the productive development of all areas. The program is designed to develop leadership through training in communication and study of state, national, and world affairs. Each year, 30 fellows are selected to participate in a two-year program which includes: 13 three-day seminars conducted on 13 Nebraska college and university campuses; a 10-day study/travel seminar to the District of Columbia, and other points in the United States; and a 3-week study/travel seminar overseas. Emphasis of the in-state seminars is on gaining a better knowledge of communication, economics, government, natural resources, the environment, art, religion, and cultural and social changes and conditions. (PRA)

**ED 332 242**                                CS 507 449
*Kielwasser, Alfred P.   Wolf, Michelle A.*
**The Sound (and Sight) of Silence: Notes on Television and the Communication Ecology of Adolescent Homosexuality.**
Pub Date—Feb 91
Note—65p.; Paper presented a the Annual Meeting of the Western States Communication Association (Phoenix, AZ, February 15-19, 1991).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, *Communication Research, *Homosexuality, *Mass Media Effects, Mass Media Use, Popular Culture, Programing (Broadcast), *Research Needs, Social Attitudes, Subcultures, *Television
Identifiers—Marginality, Spiral of Silence Theory

Gay and lesbian adolescents are marginalized at many levels. Their needs and interests are slighted in the balance of advocacy work that purports a concern for the welfare of minority children. Their presence is overlooked in studies of youth and the mass media. Their existence is excluded from American popular culture. The symbolic annihilation of gay and lesbian youth exhibited by television in the extreme (and by most mass media in general) contributes to a dysfunctional isolation that is supported by the mutually reinforcing invisibility of homosexual adolescents on the television screen and in the real world. Such invisibility and isolation can be examined through a spiral of silence process, which outlines the reciprocal communication-based conditions through which the oppression of gay and lesbian youth is achieved. The social-psychological mechanism of the spiral of silence also partially ac-

counts for the inefficacy of oppositional interpretive practices for disrupting pluralistic ignorance in this case; the relative ability of gay and lesbian youths to actually subvert dominant meanings, in an empowering way, is called into question. There is an exigent need for more programatic research in this area. In pursuing research within this emergent agenda, researchers must confront a number of concerns: the position of argument in social science; the methodological significance of the relationship between individuals and subcultures; the value of critical analysis; advocational possibilities relative to mainstream and alternative media resources; issues involving mediated intrusions into childhood "innocence"; and the range of uniquely severe barriers that stand in the way of research activity in this area. (Author)

**ED 332 243**                                CS 507 450
*Moberg, Virgil B.*
**Rhetorical and Grammatical Tests To Enter Students as Mass Communication Majors.**
Pub Date—Apr 91
Note—9p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Expository Writing, Higher Education, *Journalism Education, Majors (Students), *Mass Media, Rhetoric, *Test Validity, Writing Ability, *Writing Evaluation, Writing Skills, Writing Tests
Identifiers—*Communications Curriculum, Composition Theory, Rhetorical Competence, Writing Quality, Writing Skills Assessment Test

Many universities rely on multiple choice or true/false tests to admit students to mass communication programs. The high stakes that prospective majors face suggest that there is an urgent need for departments to rethink their assumptions about entrance testing, as a narrow conception of scholastic ability can undermine any attempt to "weed out" the under-prepared student. Recent research suggests that rhetorical "modeling" may be the best method for teaching writing. Although modeling is a highly accepted and effective method for teaching news writing, most departments that employ modeling in the upper division reporting classes rely on rote learning to enroll journalism majors. The test attempts to measure writing proficiency by assessing the ability to identify and correct grammatical errors. An alternative testing system is needed to better judge student strengths in more than one area of learning. One idea is to administer two tests: an objective skills test, and an essay test. Or departments could use the CUNY Writing Skills Assessment Test, which tests an understanding of essay organization, and the TEEP (Testing in English for Educational Purposes) test developed by Cyril Weir, which reflects a "communicative paradigm" for testing reading comprehension, writing, and speaking. (PRA)

**ED 332 244**                                CS 507 451
*Keyton, Joann*
**Who's Annoying Who? Problems in Organizational Groups.**
Pub Date—Apr 91
Note—20p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Group Behavior, *Group Dynamics, *Group Experience, Higher Education, *Interpersonal Communication, *Organizational Communication, *Self Directed Groups, Undergraduate Students
Identifiers—Communication Behavior, Communication Patterns, Dysfunctional Behavior, *Group Cohesion, Organizational Culture, Small Group Communication

Problems in organizational groups are often defined around one pivotal and difficult group member. Based upon C. Stohl and S. Schell's concepts of farrago (a confusing group member who becomes the relational focus of the group), 28 undergraduate students and management personnel who frequently participate in group work were interviewed to validate and expand the farrago concept into primary and secondary provokers. Results indicated that when a primary provoker exhibits confusing

behavior, other group members, the secondary provokers, become caught in a web of reciprocal communication with the primary provoker. What results is a "piqued" group whose interactions are aroused and provoked causing the group to become dysfunctional. (A table of data is included; 12 references are attached.) (Author/PRA)

**ED 332 245**                                CS 507 454
*Blood, R. Warwick*
**Media Agenda-Setting Theory: Points of Departure.**
Pub Date—May 89
Note—18p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agenda Setting, Foreign Countries, *Mass Media Effects, *Mass Media Role, *Media Research, *News Media, Political Influences, Press Opinion, Public Opinion, Research Methodology
Identifiers—Issue Salience, Media History, *Research Suggestions

Reviewing the historical development of media agenda-setting theory suggests that topics emphasized by the mass news media become the topics people think are most important. The vast majority of agenda-setting studies, however, rely on aggregate measures of media and public agendas, and produce very little support for the original theory as there is no adequate theoretical framework. Furthermore, although recent developments in North American and British research have moved agenda-setting theory away from a functionalist and effects perspective, the theory and methods can still be criticized. Future agenda-setting research should focus on researchers' versus various publics' definitions of media and public agendas, as well as the nature of the communication process and public opinion. (Thirty-four references are included.) (PRA)

**ED 332 246**                                CS 507 455
*Blood, R. Warwick*
**Time of Voting Decision: Knowledge and Uncertainty.**
Pub Date—May 91
Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Foreign Countries, *Mass Media, *Mass Media Use, Media Research, Political Affiliation, *Political Attitudes, Political Campaigns, *Political Influences, *Voting
Identifiers—*Australia, Political Communication, *Voters, Voting Behavior

A secondary analysis of the "1987 Australian Election Study" examined differences in levels of partisanship, political interest, campaign media use, and the importance voters attach to media use, for voters who make up their minds during and before the campaign. Results suggest that voters who make their choice during the campaign are more likely to be swayed by the candidates use of the media than voters who decided before the campaign began. While undecided voters tend to use the media as a source of information about the parties, candidates, and issues, strong partisans use the media because they are interested in politics. In addition, voters who are strongly partisan and interested in politics are not only more likely to make an early choice, but to attach importance to their choice. (Nine tables of data and 11 references are included.) (PRA)

**ED 332 247**                                CS 507 456
*Mason, Susan A.*
**Pragmatic Humanism in the Workplace: Reaching the Troubled Employee via the Constructive Confrontation Strategy.**
Pub Date—27 Apr 91
Note—14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conflict Resolution, *Crisis Intervention, *Employee Assistance Programs, *Employer Employee Relationship, Health Education,

Humanism, Job Performance, Organizational Communication, Personnel Management, *Personnel Needs, *Personnel Policy

Identifiers—*Communication Strategies, Conflict Analysis, *Conflict Management, Confrontation, Employee Health, Employer Role, Job Stress

Reaching an employee whose job performance is deteriorating due to substance abuse, personal concerns or emotional problems, is one of the most difficult and most avoided tasks presented supervisors, coworkers and/or union stewards. Yet, when such problems do exist and do effect job performance, (and perhaps the work and safety of coworkers) clear decisive action must be taken. A proven method for taking such action is the constructive confrontation strategy. Constructive confrontation is a pragmatic and humanistic workplace-based intervention strategy designed to address deteriorating job performance while offering help and assistance to troubled employees. (Six components of constructive intervention, as well as examples of good and bad intervention are included.) (Author/-PRA)

**ED 332 248**    CS 507 457
*Payne, Kay*
The Power Game: Sexual Harassment on the College Campus.
Pub Date—Apr 91
Note—24p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *College Students, Higher Education, *Interpersonal Communication, *Sexual Harassment, *Student Attitudes, Student College Relationship, Student Problems, Student Rights, *Teacher Behavior, *Teacher Student Relationship
Identifiers—*Communication Behavior, Power Equalization, Sex Exploitation, Social Judgment Theory

A study examined four reports of sexual harassment on college campuses. The reports show that harassers "key" their victims so that a contest will begin but the victims do not understand what is happening. Miscommunication occurs when power myths about men and women intersect during the harassment episode. Such myths include: the looking and touching myth, the failure to report myth, the macho man myth and the consenting adult myth. When placed in a harassment episode, women make decisions about the action and the professor. These decisions, examined in light of social judgment-involvement theory, indicate that feelings of powerlessness are the single strongest element perpetrating sexual harassment. Both sexes help to create an environment ripe for sexual harassment by: (1) trying not to respond and hoping it will go away; (2) attempting to impugn the reputations of the women attempting to change the system; (3) protecting the reputations of the ritually active men; and (4) ignoring the issue of sexual harassment which, until recently, has received little attention. Students should be informed about sexual harassment, and learn that they do not have to put up with it. Institutions, in turn, need to take such steps as instituting a grievance procedure and protecting the privacy of the victim, to protect themselves and students against the harassers. (Twenty-five references are included.) (PRA)

**ED 332 249**    CS 507 458
*Hochheimer, John L.*
Exploring New Directions for Journalism Education: The Program at Ithaca College.
Pub Date—Apr 91
Note—24p.; Paper presented at the Annual Conference of the Association for Education in Journalism and Mass Communication (Boston, MA, August 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Educational Innovation, Educational Needs, *Educational Objectives, Higher Education, *Journalism Education, Program Improvement, Undergraduate Students
Identifiers—Curriculum Emphases, *Dialogic Education, *Hierarchical Learning, Ithaca College NY

Journalism educational practices have constrained students and left many of them ill-prepared professionally. A new journalism program being prepared at Ithaca College replaces the hierarchical model of education with a more "dialogic" approach, and demonstrates ways in which students can become more active participants in their own education. The journalism major is divided into seven course areas, to correspond to the areas in which journalism students should be proficient. These seven areas—Communication Core, Journalism Foundation and Concentration, Critical Media Studies, Writing, Second Subject Area, Modern Language, and Electives—are designed to teach students how to conduct coherent and probing inquiry, to propose, analyze, and evaluate strategy, and to express themselves in both oral and written form with precision, clarity, and vigor. (The Ithaca College Journalism Program Structure is included, and 21 references are appended.) (PRA)

**ED 332 250**    CS 507 459
*Krendl, Kathy A.    Broihier, Mary*
Student Responses to Computers: A Longitudinal Study.
Pub Date—May 91
Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Literacy, *Computers, *Educational Media, Elementary Secondary Education, Instructional Effectiveness, Longitudinal Studies, Media Research, Novelty (Stimulus Dimension), Public Schools, Student Attitudes
Identifiers—*Computer Anxiety, *Educational Media Role, Tennessee

Using R. E. Clark's concept of media attributions, a study examined the evolution of fourth through tenth grade students' perceptions about computers on three dependent variables—preference, perceived learning, and perceived difficulty, over the course of 3 years. Subjects were 339 public school students in Tennessee who completed a self-administered questionnaire. Findings demonstrated clear evidence of novelty effects. Students' judgments regarding preferences for computers declined significantly as did their perceptions of learning from the technology during the 3 years. Perceived difficulty of using computers, which was expected to decline, remained stable. In addition, both gender and age proved to be significantly related to all three dependent variables. Older students were consistently more skeptical about the technology than were younger students, and boys were consistently more positive than girls. These relationships showed no evidence of change over the course of 3 years. The results support critiques of the methodological limitations of the dominant approach to the study of computer effects in learning environment. Reports of short-term experimental applications of the technology have led to misleading generalizations about the computer's instructional potential. (Thirty-three references are included.) (PRA)

**ED 332 251**    CS 507 461
*Adkins, Mark E.*
Computer-Mediated Communication and Interpersonal Perceptions.
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, College Students, Communication Research, Computer Networks, *Electronic Mail, Higher Education, *Interpersonal Communication, Questionnaires, *Social Cognition, *Student Attitudes, Student Reaction
Identifiers—*Computer Communication, *Computer Users, Research Suggestions

A study investigated the conditions under which computer-mediated communication (CMC) (electronic mail) senders were perceived as self-absorbed by CMC receivers. Experience with electronic mail was the independent variable and perceived self-absorption, attraction, and homophily were the dependent variables. Two-hundred fifty volunteers from a small private university in the northeast and with varying degrees of computer experience were asked to answer electronic mail messages. Although assertions have been made that CMC messages are likely to reflect an egocentric-like sender because of the limited social context cues the medium offers, results indicated that neither group focused on the lack of these cues. Both experienced and inexperienced electronic mail users perceived the sender of the message as not self-absorbed. Future research should address the issue of whether receivers made a "logical leap" into a frame where reciprocity and very self-oriented communication is accepted or even expected. If a leap was made, researchers should also try to discover how those without any prior experience with the medium made this leap so easily. (Thirty-six references are included; three appendixes, containing the electronic mail messages, are attached.) (PRA)

**ED 332 252**    CS 507 462
*Bjork, Ulf Jonas*
American Media Domination and Audience Preference: A 60-Year Perspective.
Pub Date—May 91
Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Audience Response, Global Approach, Higher Education, Intercultural Communication, *Mass Media, *Mass Media Effects, *Mass Media Use, Media Research, *North American Culture, Programing (Broadcast), Research Needs
Identifiers—*Cultural Hegemony, Global Studies, *Media History

The debate over American dominance of mass media exports gained new momentum in the late 1980s, when the European Community moved toward restricting the number of television programs imported from non-European countries. Research suggests that Europeans enjoy American television programs such as "Dallas" because the series embody basic myths and let viewers identify with characters. Studies of East Indian viewers appreciation for Hollywood films attribute the films' popularity to their entertainment value, the opportunity to learn about Western life, and the films' superiority to their Indian counterparts. In Britain, the popularity of American movies has been attributed to the American emphasis on the youth and working-class values of courage, cunning, and luck. American domination of the world film industry began in the 1920s, as the American movie outnumbered other imports and domestic films in most countries. Some European countries limited American film imports, citing economic and cultural reasons. American writers explained the popularity of United States films by citing Hollywood's lavish production budgets. Early European critics observed that American filmmakers had a "sense of the film" that was lacking in Europe. Since global mass media studies are burgeoning in higher education, more academic research is needed to define audience appeal, particularly where economic and political influences do not blur the picture. (One hundred twelve notes and references are included.) (SG)

**ED 332 253**    CS 507 463
*Tuneberg, Jeffrey W.*
Curriculum Design: High School Introductory Speech.
Pub Date—91
Note—29p.; A one-page language quiz may not reproduce legibly because of faint, broken type.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Design, Curriculum Guides, High Schools, High School Students, Instructional Development, Instructional Material Evaluation, *Instructional Materials, Introductory Courses, *Lesson Plans, *Secondary School Curriculum, *Speech Curriculum, *Speech Instruction, Teaching Guides, Teaching Methods
Identifiers—Instructional Models, *Speech Writing

This curriculum design for high school introductory speech classes includes course rationale, concepts, learning objectives, unit sequencing, evaluation strategy, and detailed lessons for a unit on effective use of language in high school speeches. The six lesson unit contains objectives, introductory, developmental and concluding learning activities, as well as sample speeches, worksheets, and a

final evaluative instrument. An annotated bibliography of texts and reports related to speech and communication in the secondary school is also included. (Author/PRA)

**ED 332 254**                    CS 507 464
*Klinger-Vartabedian, Laurel    Vartabedian, Robert A.*
**Media and Discourse in the 20th Century Coffeehouse Movement.**
Pub Date—May 91
Note—18p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991). Uneven type quality.
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Case Studies, *Discourse Analysis, *Mass Media Role, *North American Culture, *Popular Culture, Social Influences, *Subcultures
Identifiers—*Coffeehouses, Conversation, Media Coverage, Social Movements, *Twentieth Century History
   To analyze a case of discourse and social transformation, a study examined the 1950s coffeehouse movement and the "Beat Generation" which spawned the movement. While the coffeehouse/Beatism phenomenon was short-lived, the philosophical foundation of the movement was far more pervasive than is generally recognized. In addition to the history and philosophy of the movement, the study examined the role of social discourse as the basis for social change. Initially, this was a "conversation" based movement which focused on interpersonal relationships, but it quickly became "media's movement." The transformation of the coffeehouse movement provides a case study of the impact of media—particularly television—in the evolution of popular movements. For students, the coffeehouse phenomenon provides one of the first case studies in mediation effects. (Twenty-nine endnotes are included.) (Author/SG)

**ED 332 255**                    CS 507 465
*Gottlieb, Stephen S.*
**Educating the Consumer about Advertising: Some Issues. ERIC Digest.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-07
Pub Date—91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Advertising, *Consumer Education, Consumer Protection, Elementary Secondary Education, *Persuasive Discourse
Identifiers—Advertisements, *Advertising Effectiveness, Channel One, ERIC Digests
   Providing a basic overview of issues related to advertising and the consumer, this digest discusses the omnipresence of advertisements, suggesting ways for consumers to recognize advertising appeals. Deceptive advertising is discussed, with particular attention paid to financial advertising. (RS)

**ED 332 256**                    CS 507 467
*Habbel, David M.*
**Obstacles to Excellence: Factors Leading to an Exaggerated Sense of Communication Proficiency.**
Pub Date—Apr 91
Note—21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
Pub Type— Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—College Students, *Communication Problems, *Communication Skills, Higher Education, *Interpersonal Communication, Student Motivation, *Verbal Communication
Identifiers—Communication Behavior, *Communication Competencies, Communications Curriculum, *Communication Strategies
   The achievement of excellence in communication is a function of both exposure to the best theory, research, and practice in communication, and the

student's level of motivation to learn about communication. A major obstacle to managing conflict and interpersonal relationships successfully in general is the tendency people have to attribute careful, rational planning to the actions of others when, in fact, much behavior is simply careless and thoughtless. An understanding of how people develop an exaggerated sense of their own communication proficiency may help to distinguish between careless behavior and behavior designed to cause problems. Instructors should be concerned with developing and sharing the best possible understanding of the communication process with their students. Careful examination of the factors which lead to a distorted sense of communication proficiency is essential to nurturing students' ability to engage in an on-going reflective analysis of their behavior. Such an ability is a necessary part of any attempt to achieve excellence in communication. (PRA)

**ED 332 257**                    CS 507 468
*Shapley, Barbara*
**Integrating Mass Media Instruction: "Connecting" NIE and TV Programs for the 21st Century.**
Pub Date—May 91
Note—7p.; Paper presented at the Annual Conference on Newspapers in Education and Literacy (New Orleans, LA, May 15-17, 1991).
Pub Type— Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Communications, *Critical Viewing, Futures (of Society), High Schools, High School Students, Instructional Innovation, Mass Media, *Mass Media Effects, *Mass Media Role, *Mass Media Use, Media Research, Popular Culture
Identifiers—Channel One, *Media Education, *Media Literacy, Newspaper in Education Program
   More high school students watch television regularly than read newspapers. Newspapers in Education coordinators should be involved in teaching their students critical viewing skills. The essential concepts that students need to learn are to: (1) understand what mass media and popular culture mean; (2) understand how the media shape attitudes and values; (3) understand the political and social implications of mass media in our society; (4) interpret persuasion techniques in print and electronic media; (5) examine and bring subliminal messages to the surface; (6) learn to "read" pictures and understand the power of visual images in society; (7) compare the various kinds of print media and contrast their intents and purposes; (8) analyze the various kinds of electronic media and contrast their intents and purposes; (9) understand that all media are constructions; and (10) understand how newspapers are made, how television programs are made, how film is made, and how recordings are made. Instructors should tackle an integrated, systematic approach for teaching mass media literacy–the United States is one of the few countries in the world where media literacy is not integrated into the school curriculum. (PRA)

# EA

**ED 332 258**                    EA 020 270
*Grimsley, Edith E., Ed.   Bruce, Ray E., Ed.*
**Readings in Educational Supervision from "Educational Leadership."**
Association for Supervision and Curriculum Development, Alexandria, Va.
Report No.—ISBN-0-87120-115-1
Pub Date—82
Note—209p.; For volume 2, see EA 020 271.
Available from—Publication Sales, Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314.
Pub Type— Guides - Non-Classroom (055) — Collected Works - General (020)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—*Curriculum Development, *Educational Administration, Elementary Secondary Education, *Instructional Leadership, *School Supervision, Staff Development
   Readings collected from "Educational Leadership" are presented to leaders in educational settings who work with teachers to improve curriculum development, to promote professional growth, and to improve instruction. This selection of readings is organized under nine headings: (1) History, Nature, and Purposes of Educational Supervision; (2) Tasks

of Educational Supervision; (3) Trends in Organization for Supervisory Services; (4) Human Skills in Supervision; (5) Supervisory Techniques for Planning and Managing Educational Programs; (6) The Supervisor as Facilitator in the Improvement of Teaching and Learning; (7) The Supervisor as Leader in Curriculum Development; (8) The Supervisor as Leader in Staff Development; and (9) The Supervisor as a Researcher and Member of the Profession. Each topic begins with an overview, which relates the topic to educational supervision, and then directs the reader to the interaction of the articles to each other with questions. Each of the nine topics includes several articles. Appended is a Guide for Readers that presents a matrix in which 14 publications are keyed to the topics and through the topics to the articles in this book of readings. (LMS)

**ED 332 259**                    EA 020 271
*Bruce, Ray E., Comp.   Grimsley, Edith E., Comp.*
**Readings in Educational Supervision, Volume 2.**
Association for Supervision and Curriculum Development, Alexandria, Va.
Report No.—ISBN-0-87120-145-3
Pub Date—87
Note—269p.; For volume 1, see EA 020 270.
Available from—Publication Sales, Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314 ($12.50; ASCD Stock Number, 611-87024).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—Administrators, *Curriculum Development, *Educational Administration, Elementary Secondary Education, Higher Education, Instructional Leadership, *Leadership, *School Supervision, Staff Development
   This collection of readings (mostly from "Educational Leadership") is directed to leaders in educational settings who are responsible for curriculum development, professional growth, and improving instruction. The selections are organized under eight topics: (1) history, nature, and purposes of educational supervision; (2) organization for supervisory services; (3) human skills in supervision; (4) supervisory techniques for planning and managing educational programs; (5) the supervisor as facilitator in the improvement of teaching and learning; (6) the supervisor as leader in curriculum development; (7) the supervisor as a leader in staff development; and (8) the supervisor as a researcher and member of the profession. For each of these major topics, an overview introduces selected readings. The overview establishes the contribution and relationship of that topic to educational supervision and provides questions in order to direct the reader to the interaction between the articles. There is also a "Guide for Readers," designed to aid instructors and students. In the form of a matrix, the guide lists nine major textbooks in the field of educational supervison and shows the intersection with the articles in this collection. Resources are included in each separate article. (LMS)

**ED 332 260**                    EA 020 757
**Administrative Shortage in New England: The Evidence, the Causes, the Recommendations.**
New England School Development Council, Sudbury, MA.
Pub Date—88
Note—37p.
Available from—Publication Sales, New England School Development Council, 83 Boston Post Road, Sudbury, MA 01776 ($10.00 prepaid).
Pub Type— Reports - Research (143) — Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—Administrative Policy, Administrator Education, *Administrator Role, Administrators, Administrator Selection, Educational Development, Elementary Secondary Education, *School Administration, School Surveys
Identifiers—*Administrator Supply and Demand, *New England
   The shortage of administrators within New England and recommendations aimed at alleviating that shortage are documented. In late 1987, the New England School Development Council (NESDEC) Board of Directors conducted the first regional survey of the New England administrative shortage issue. Sixty individuals (current and retired superintendents, principals, department chairper-

sons and career development professionals at higher education institutions, as well as other educational administrators) were interviewed over a 2-month period. Ninety-seven percent reported that there was some problem in filling either superintendent or principal positions or both. Fifty-seven percent felt the problem was severe. The interviews also generated a list of 22 possible reasons for the administrator shortage. Concerns related to fiscal issues, role expectations, school board supply, and support received very strong responses as important factors in the shortage. Recommendations were developed at the seminar and are presented along with implementation steps. Appended are a table of survey factors ranked in descending order and a list of references. (SI)

**ED 332 261**　　　　　　　　　　**EA 020 762**
Hall, Gene E.  Hord, Shirley M.
**Change in Schools: Facilitating the Process.**
SUNY Series in Educational Leadership.
Report No.—ISBN-0-88706-347-0
Pub Date—87
Note—398p.
Available from—Publication Sales, SUNY Press, State University of New York-Albany, SUNY Plaza, Albany, NY 12222 ($18.95).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, Change Agents, *Change Strategies, *Educational Change, Educational Development, Educational Improvement, Elementary Secondary Education, *Leadership, Teacher Attitudes, *Theory Practice Relationship
Identifiers—*Concerns Based Adoption Model
In 11 chapters, this book has been organized around the Concerns Based Adoption Model (CBAM), a sophisticated way to understand the change process and how participants experience it. This model provides ways for practitioners and policymakers to label change process phenomena, to take positive action in facilitating change, and to predict effects. Chapters 1 and 2 provide an overview of CBAM and reviews literature on leadership for change. Chapters 3 and 4 concentrate on teacher perceptions of change and levels of innovation. Chapters 5, 6, and 7 discuss innovation configurations, incident interventions, and an intervention taxonomy. Chapters 8 and 9 classify and review change facilitators. Finally, chapters 10 and 11 evaluate CBAM via a case study and consider additional theory, practice, and research. (JAM)

**ED 332 262**　　　　　　　　　　**EA 020 897**
Raiwetz, Mark J.
**Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.**
Pub Date—Mar 89
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Criteria, Evaluation Problems, *Performance, Public Schools, *State Action, *State Departments of Education, *State School District Relationship, *State Standards
Identifiers—*New Jersey
This paper describes New Jersey's efforts to measure the performance of local school districts, efforts which include developing indicators of success and monitoring guidelines and certification standards. Specifically, this report compares and contrasts the ways in which local districts responded to being placed in "Level III"-a category for school districts that did not meet state performance criteria. For the most part, objections were widespread. Most district administrators were in agreement that urban school districts were penalized because of their large economically disadvantaged minority constituencies, dismayed by the negativity demonstrated by the New Jersey Department of Education, chagrined that the state chose only quantifiable measures, and disappointed that the state made no provisions to fund needed district improvements. The conclusion that New Jersey can initiate other evaluative models that do not punish and label school districts leads to the following recommendation for revision: that New Jersey do away with "compliance" monitoring in favor of "diagnostic"

monitoring. (JAM)

**ED 332 263**　　　　　　　　　　**EA 020 904**
Christensen, Douglas D.
**Student Activities: Education or Recreation?**
National School Boards Association, Alexandria, VA. Educational Policies Service.
Pub Date—Apr 89
Note—5p.
Journal Cit—Updating School Board Policies; v20 n4 p1-3 Apr 1989
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Board Administrator Relationship, *Board of Education Policy, Board of Education Role, Elementary Secondary Education, *Extracurricular Activities, *Program Evaluation, *Student Participation
Research studies have shown that the benefits of student participation in cocurricular activities are substantial. However, many schools reward or punish student achievement and conduct by setting eligibility standards for participation in student activities. In such a system, educators view activities primarily as rewards for good behavior and acceptable grades, not as learning experiences per se. If school board members are to be accountable for school activities policies, they must have adequate and appropriate participation in the process at both local and state levels. A solution is activity chartering: the process of integrating student activities into the policy and curriculum process. An effective activity charter contains the following information: (1) the purposes and goals of the activity; (2) a needs statement; (3) a membership roster; (4) a financial plan; (5) sponsors of the organization; and (6) a description of how the behavior expected of individual members as well as the group's activities will contribute to the overall goals of the program. Typically, charters extend over a 3- or 4-year cycle, organized so that a portion of the activities are evaluated each year. Steps of the chartering process are explained, and a sample criterion-based system for reviewing the charters and a sample activities charter are included. (MLF)

**ED 332 264**　　　　　　　　　　**EA 021 079**
Regan, Helen B.
**The Dailiness of School Collaboration.**
Spons Agency—Connecticut State Dept. of Education, Hartford.
Pub Date—Apr 89
Note—22p.; An activity of the Connecticut Principals' Academy. Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26-28, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Collegiality, *Cooperation, *Cooperative Planning, Coordination, Educational Cooperation, Elementary Secondary Education, *Group Unity, Interpersonal Relationship, *Teamwork
Identifiers—*Connecticut Principals Academy, *Connecticut State Department of Education
This paper discusses an experiment-in-progress that focused on an investigation of novel school collaboration procedures. Two schools participated in the experiment. The principals of these schools were asked for their definition of "collaboration" and a metaphoric description of their schools. Following a collaborative skills workshop, tasks that required participant collaboration were simulated by the experimenters. Participants included the principals and volunteer teachers, who kept in mind the definitions and metaphors that were created to describe collaboration in their respective schools. Then real tasks were created. The results from the observations merit a continuation of the experiment. The evolution of collaborative efforts is evident in: (1) the transition from individual to cooperative team efforts; (2) the institutionalization of collaborative endeavors; (3) the transference of collaborative initiatives coming from the experimenters or the consultants to the participants or the collaborators; (4) a growth of teachers' sense of efficacy as a result of satisfactory process and task outcomes; and (5) the transference of collaborative strategies to other groups outside the experiment for the purpose of socializing them within schools. (JAM)

**ED 332 265**　　　　　　　　　　**EA 021 206**

Hammond, Peirce  And Others
**Seeing the Whole Picture: The Educational Program Audit.**
Pub Date—Mar 89
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audits (Verification), Educational Assessment, Elementary Secondary Education, Evaluation Methods, *Formative Evaluation, Outcomes of Education, *Program Effectiveness, *Program Evaluation, *Summative Evaluation
Identifiers—*Educational Program Auditing, *Pittsburgh School District PA
In 1981, the Pittsburgh (Pennsylvania) Board of Education contracted with an External Review Team composed of educators of national stature representing diverse perspectives and experiences to realize a portion of its mission statement, "To provide the board of education, the superintendent of schools, and the general public of Pittsburgh with an objective assessment of: (1) the priorities set by the board of education since 1980; (2) the programmatic responses of the superintendent and administration to those priorities; (3) the implementation and evolution of these programmatic responses and their integration into the educational program by school district staff; and (4) the status of the overall educational program compared to other public school districts." The educational program audit examines a large number of individual program-focused activities. As an evaluation tool of educational programs, it reviews common themes, outcomes, and problems. This report describes the motivation behind the Pittsburgh School District's educational program audit, the manner in which it was designed and conducted, and the benefits realized from the effort. In addition, the External Review Team members share their perceptions of the audit, analyze its pitfalls, state how to avoid pitfalls, and recommend how to realize audit objectives. The review team found that: (1) Pittsburgh's children are well served by their public schools; (2) outstanding professionals staff the city's schools; and (3) school programs are relevant because of systematic and coordinated planning. Student achievement score gains reflect the successes of educational programs in the Pittsburgh school district. (JAM)

**ED 332 266**　　　　　　　　　　**EA 021 453**
Brownlee, Geraldine D.  And Others
**An Evaluation of Alternative Programs for High School Truants. Summary.**
Pub Date—Mar 89
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Continuation Students, *Dropout Prevention, Dropouts, *Educational Innovation, High Schools, *High School Students, *Nontraditional Education, Reentry Students, Remedial Programs, *Truancy
Identifiers—*Illinois (Chicago)
The Truants' Alternative and Optional Education Program was developed to provide preventative, interventive, and remedial services to keep students from becoming chronic truants, and as an educational option for students who had dropped out or who were at risk of dropping out of school due to academic deficiencies. The program, implemented in the 1988-89 school year in Chicago, consists of three components: the Cooperative Learning and Counseling Program, the School/Community Attendance Improvement and Dropout Reduction Program, and the Centers for Alternative Reentry Education Program. Contained within this document are an evaluation of the program and recommendations for its improvement. The evaluation was based on data collected through observations and interviews (a total of 152 interviews) conducted at every program site. Detailed are each of the three program components' original goals, convergent themes observed in collected data, and recommendations for improvement. The findings of the study indicate that most of the proposed objectives have not been obtained; however, the effect of a funding reduction on nonattainment of proposed outcomes cannot be overemphasized. Despite this, the program appears to be conceptually sound and is worthy of consideration as a systemwide model. (KM)

**ED 332 267**                    EA 021 662
*Rudolph, William J.*
**Implementing Change with Staff, Parent and Community Involvement.**
Spons Agency—Department of Education, Washington, DC.
Pub Date—[88]
Note—11p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Change Strategies, *Community Involvement, Curriculum Development, *Delivery Systems, Expectation, High Schools, *Parent Participation, School Demography, *School Responsibility, *Social Agencies
Identifiers—*Georgia (Atlanta)
Based on a principal's firsthand experiences, this paper summarizes the "turnaround" strategy that converted a disorderly and drug-infested Atlanta (Georgia) high school to a productive learning environment characterized by improved academic performance, a revamped core curriculum, and high expectations and behavior standards. This principal began by informing staff, students, and parents of his limited repertoire of competencies as master teacher, administrator, and parent to his own child. He also listed his incompetencies as lawyer, policeman, judge, social worker, physician, nurse, and parent to children other than his own. Educators can no longer claim competency in areas other than instruction and school counseling. Although school staff must be knowledgeable about community resources to help resolve youth-related problems, the schools cannot be expected to police, parent, judge, nurse, motivate, and simultaneously deliver high quality educational services. Clearly stated expectations precede desired change. Once expectations were published in Northside High School's teacher and student handbooks, the consequences for compliance or noncompliance could be administered fairly to children of both the influential and the powerless. Police were called in drug possession cases, and parents became more knowledgeable and responsive concerning drugs, teens, and use of available community resources. (MLH)

**ED 332 268**                    EA 021 730
*Geisert, Gene   Dunn, Rita*
**Learning Styles and Computers.**
Pub Date—90
Note—14p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, Computer Literacy, Computer Managed Instruction, Computer Software Reviews, *Computer Uses in Education, Courseware, Elementary Secondary Education, Learning Modalities, *Learning Strategies, Writing Skills
Although the use of computers in the classroom has been heralded as a major breakthrough in education, many educators have yet to use computers to their fullest advantage. This is perhaps due to the traditional assumption that students differ only in their speed of learning. However, new research indicates that students differ in their style of learning as well–some preferring visual information; others, auditory or tactile. A new generation of computer software that can be tailored to a student's preferences has been developed, and its use in the classroom has yielded dramatic results. For instance, Thinking Networks has developed a program designed to help improve writing skills–skills that are notoriously poor among many students. By presenting nonverbal graphic images that symbolize semantic relationships, this program is immediately accessible to many visually-oriented students. The program also develops basic thinking operations, such as sequencing, organizing, comparing, and contrasting, and can be tailored to students' preferences in a number of other ways as well. Through the thoughtful use of computers and Computer Managed Instruction, technology can serve the needs of education in a way no other tool can. (RJS)

**ED 332 269**                    EA 021 811
**Kansas Communication and Instruction System through Fiber-Optic Transmission.**
Kansas State Dept. of Education, Topeka.
Pub Date—Aug 89
Note—26p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cable Television, *Communications, Distance Education, Elementary Secondary Education, *Futures (of Society), *Information Networks, *Instructional Systems, *Interactive Video, Postsecondary Education, School Business Relationship, School Community Relationship, School District Autonomy, School Role, Shared Resources and Services
Identifiers—*Fiber Optics, *Kansas
Schools and communities will restructure as they move into the next decade. The success of this restructuring will be dependent upon access to and sharing of quality teaching and information through an expanded communication system. One of the major two-way interactive technologies is the fiber-optic cable: a delivery system that will provide access to quality instruction and a larger information base over short and long distances. Appropriately applied, this technology can be used to share outstanding teachers, increase access to postsecondary education, enhance health and welfare delivery, and support economic development. All schools and communities can use this technology to increase educational and service access through a learning community concept. In order to move Kansas forward in economic growth and to provide access of all communities and citizens to information and instruction, a fiber-optic system will be imperative. Developmental pilot projects should start immediately. (MLF)

**ED 332 270**                    EA 021 924
*Brown, Alan*
**Support for and Management of Information Technology in Schools.**
Pub Date—Mar 90
Note—5p.; Paper presented at the Annual International Conference on Technology and Education (7th, Brussels, Belgium, March 1990).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Oriented Programs, *Computer Uses in Education, *Curriculum Development, Educational Change, Educational Innovation, Educational Technology, Elementary Secondary Education, Foreign Countries, *Information Technology, *Organizational Effectiveness
Identifiers—*England, National Curriculum, *Wales
This paper addresses the role of information technology (IT) in the new national curriculum for England and Wales. The role of IT is framed by a discussion of translating policy into practice. To this end, four broad issues are addressed: assessment, progression, resources, and staff development. Improving teacher support to facilitate the effective use of IT across the curriculum, including the promotion of independent learning is the primary purpose of effective management of IT in the schools. The report concludes that the issues raised are part of the national development program to support classroom practices directly and to help in the development and implementation of whole-school IT policies and coherent patterns of local support. (JAM)

**ED 332 271**                    EA 022 015
**A Primer on Year-Round Education.**
Association of California School Administrators, Sacramento. Foundation for Educational Administration.
Pub Date—88
Note—89p.
Available from—Publication Sales, Association of California School Administrators, 1517 L Street, Sacramento, CA 95814 ($16.00 plus $1.50 postage and handling).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Alternate Day Schedules, Community Support, Elementary Secondary Education, Enrollment, *Extended School Year, Flexible Scheduling, Full Day Half Day Schedules, Long Range Planning, Parent Attitudes, Policy Formation, School Schedules, Teacher Attitudes, Vacation Programs, *Year Round Schools
Identifiers—*California
An introduction to the issues involved in converting to one of the many 12-month school schedules is provided in this primer. A brief historical review

of school calendars and a summary of various year-round education (YRE) plans is followed by a discussion of the advantages of adopting YRE and an analysis of variables for success or failure. Finally, existing laws, demographics, and effects on students and families are discussed. Current YRE districts are listed and an extensive bibliography is included. (LMI)

**ED 332 272**                    EA 022 140
*Ligon, Glynn   And Others*
**Problems in Calculating and Comparing Dropout Rates. ERS Research Digest.**
Educational Research Service, Arlington, Va.
Pub Date—Jun 90
Note—15p.
Available from—Publications, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 217-00042; $8.00 prepaid plus $1.50 postage and handling; full postage on billed orders).
Journal Cit—ERS Research Digest; Jun 1990
Pub Type— Reports - Evaluative (142) — Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors—*Computation, *Definitions, *Dropout Rate, *Educational Policy, Elementary Secondary Education
Identifiers—*Austin Independent School District TX
This paper dramatizes the complexity and the problems involved in calculating the rates of student dropouts from school. To compare the dropout formulas used by various agencies, states, and local school systems, responses from a national survey are presented and used to calculate a range of dropout rates for the Austin (Texas) public schools. By using the membership, enrollment, and dropout counts of a single district, it is possible to demonstrate the differences among the contrasting dropout rate formulas being used around the country. These formulas (including single-year rates, multiple-year rates, graduation rates, and census-based rates), when applied to Austin, produce dropout rates ranging from 10.1 percent to 50.6 percent. Other considerations affecting the reported dropout rate include time segmentation, transfer students, student mobility, and changing demographics. A true graduation rate has better possibilities for communicating the success of a school system than a dropout rate. The most representative and valid single-year dropout rate would be characterized by: (1) a 12-month calculation period; (2) a cumulative count of students; and (3) sufficient time to allow students to be documented as transfers. Also proposed is a 4-year longitudinal rate using a cohort of first-time ninth graders. (23 references) (MLH)

**ED 332 273**                    EA 022 154
*Beare, Hedley*
**Educational Administration in the 1990's. ACEA Monograph Series No. 6.**
Australian Council for Educational Administration, Inc., Hawthorn, Victoria (Australia).
Report No.—ISSN-0813-5355
Pub Date—Sep 89
Note—31p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Armidale, New South Wales, Australia, September 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Role, Economic Factors, *Educational Administration, *Efficiency, Elementary Secondary Education, Foreign Countries, Free Enterprise System, Government Role, *Organizational Change, Privatization, Professional Associations, Quality of Working Life, *School Restructuring, *Teaching (Occupation)
Identifiers—*Australia, Professionalism
By 1990 Australia had experienced almost 10 years of incessant activity to restructure education. In many respects, educators are not in control of the change process. This paper explains transformations that have occurred in the senior education positions, in the shape of educational organizations (including schools), and in the way education is being conceived of and described. Concerning educators and managers, the education profession is no longer a definable club, but has become a more diffuse, complicated, and political arena. Senior educators are termed "chief executives" and are usually highly mobile, middle-aged males who have economics degrees, but may not be professional educators. Newly emerging school organizations are characterized by

simple, politically controlled, and efficient management; portfolio and policy coordination; lean head office management; decentralized responsibility; and reliance on national government policies and priorities. The postbureaucratic organization banishes certain assumptions regarding specialization, hierarchy, and status, and substitutes the constellation or network model. Somehow, "educational administration" has been transformed into "efficient management." Speculations are provided concerning possible future developments, such as self-governing (privatized) schools, professional services, school administrators' roles, teacher career patterns, and career planning. (44 references) (MLH)

**ED 332 274**                     EA 022 157
*Ballinger, Charles*
**Year-Round Education: Learning More for Less.**
National School Boards Association, Washington, DC. Educational Policies Service.
Pub Date—Jun 90
Note—7p.
Journal Cit—Updating School Board Policies; v21 n5 p1-5,7 Jun 1990
Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Development, Elementary Secondary Education, *Extended School Year, Flexible Scheduling, Instructional Effectiveness, Quarter System, School Districts, School Effectiveness, *School Schedules, Trimester System, Vacation Programs, *Year Round Schools
Advantages and examples of year-round education are discussed in this publication. Advantages include instructional benefits, relief from overcrowding, savings on operational and capital costs, increased teacher flexibility, improved attendance, and reduced vandalism. Guidelines for implementation, calendar design, and descriptions of various year-round plans are presented. (LMI)

**ED 332 275**                     EA 022 159
*Adams, Don, Ed.   Snodgrass, Paul, Ed.*
**A Manager's Handbook to Partnerships: How To Set-Up, Run and Maintain Partnerships. Partnerships in Education Journal.**
InfoMedia, Inc., Ellentown, FL.
Pub Date—90
Note—70p.; Funded in part by a grant from World Book, Inc. Small, faint print in some attachments may not reproduce in paper copy adequately.
Available from—InfoMedia Inc., P.O. Box 210, Ellenton, FL 34222 ($15.95 plus $1.60 postage and handling; quantity discounts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cooperative Education, *Cooperative Programs, *Corporate Support, *Educational Cooperation, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Private Financial Support, *School Business Relationship, *School Support
With America's technical base eroding to those countries with more desire and ingenuity, a concerted effort must be made to encourage the brightest, most talented individuals to take on the most demanding and technical challenges that lie ahead; but this is not happening to any great extent. As the horizon is scanned for help in the nation's growing education crisis, it is useless to search out the Federal Government. With a burgeoning national debt, faltering banking system, and laissez-faire attitude, the government is in no position to help. Yet the answer lies at home: business. Business has the need for qualified employees, the desire to accept community challenges, and resources to make a difference in the education system. Containing seven chapters, this handbook paves the way for business and educators to form partnerships enabling cooperation in programs of mutual benefit. Topics covered within the chapters are the concept of partnerships, designing a partnership plan, business-education partnerships, Pittsburgh's Partnerships In Education, Nashville's business-education partnership program, and World Book's national Partners in Excellence classroom reading program. Forms and ideas for implementation of an adopt-a-school program are appended. (Author/KM)

**ED 332 276**                     EA 022 212
*Polkinghorn, Robert, Jr.   And Others*
**Accelerated Schools: The Inquiry Process and the**

Prospects for School Change.
Pub Date—Apr 90
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acceleration (Education), Classroom Environment, Classroom Techniques, College School Cooperation, Cooperation, *Cultural Context, Educational Innovation, Elementary Secondary Education, *High Risk Students, Inservice Teacher Education, Instructional Effectiveness, Instructional Improvement, *Models, Participative Decision Making, School Effectiveness, Staff Development
Identifiers—*California
An assessment of two pilot accelerated schools using the inquiry process model for the transformation of school culture and classroom practices in serving at-risk students is presented in this report. The inquiry process is a central feature of the accelerated school, a comprehensive school renewal initiative. The traditional approach to changing educational practice, staff development, is ineffective in that it fails to include transformation of the school culture. The accelerated school vision is based on university-school collaboration, three guiding principles (unity of purpose, empowerment, and building on strengths), and four values (participation, communication, reflection, and experimentation). Pilot school results include increased participant inquiry, school-sponsored community meetings, and changes in the retention policy. Implications for staff development planning include analysis of the school as an organization, recognition of the school community as a knowledge resource, and empowerment of teachers and parents. (26 references) (LMI)

**ED 332 277**                     EA 022 228
*Rallis, Sharon F.*
**The Classroom Alternative Process: School Change Policy into Practice.**
Pub Date—Mar 90
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Diagnosis, Educational Policy, Elementary Secondary Education, Labeling (of Persons), *Learning Disabilities, Learning Problems, Learning Strategies, Needs Assessment, *Program Evaluation, Remedial Instruction, Resource Units, State Programs, *Student Placement, Teaching Methods
Identifiers—*Rhode Island
A program, in Rhode Island, to reduce student referrals to special education programs is evaluated in this study together with its impact on classroom teacher policy. The Classroom Alternative Process (CAP) addresses strategies for regular education teachers to remediate students' problems prior to, or instead of, referral to special education. Data were collected from longitudinal student data, case records, interviews with Classroom Alternative Support Team leaders and principals, participant questionnaires, and a longitudinal attitude survey of pilot schools. The findings indicate that the program contributed to an overall change in teachers' problem-solving practices as well as to a reduction in student referrals. Factors for program success are teacher specificity, adaptability, recognition of cognitive and organizational structures, and provision for actual change. (LMI)

**ED 332 278**                     EA 022 246
**What School for Africa in the Year 2000? Report of the Proceedings of the Pan-African Conference on Education (Yaounde, Cameroon, April 2-9, 1984).**
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
Pub Date—Apr 84
Note—196p.
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Cooperation, *Developing Nations, *Educational Change, *Educational Development, *Education Work Relationship, Elementary Secondary Education, Foreign Countries, Higher Education

Identifiers—*Africa
The Pan-African Conference on Education was organized by the World Confederation of Organisations of the Teaching Profession, with the cooperation of UNESCO and many other groups. The conference invited representatives of teacher organizations and education ministries in both English-and French-speaking African countries. Of the 26 African countries invited, 23 attended. The conference had three objectives: (1) to create a cross-fertilization of ideas on projections of educational prospects, practices, and methodologies for African schooling in the year 2000; (2) to synthesize recommendations of the Kampala and Niamey Conference in line with all the relevant UNESCO conference declarations and recommendations; and (3) to bring together African educators in both policy-making and practitioner sectors to foster a spirit of cooperation in policy formulation, planning, and execution of educational programs. After four welcoming addresses by educational leaders, the keynote address "What Must the African School Be in the Year 2000?" was presented by M. Souleymane N'Diaye, a representative of the Director General of UNESCO. The emphasis was on the kinds of cultural and moral lessons necessary for making a person useful in society. This presentation was followed by declarations and recommendations from past conferences and by three panel discussions and numerous other papers. Opening and closing speeches are also appended. (MLH)

**ED 332 279**                     EA 022 344
*Anderson, Stephen A.*
**Current Supervisory and Evaluation Practices: Paradoxes and Deficiencies.**
Pub Date—Feb 90
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Elementary Secondary Education, Evaluation Criteria, Personnel Management, Principals, Supervision, *Supervisory Methods, *Teacher Evaluation, *Teacher Supervision
Identifiers—*Michigan (Detroit Metropolitan Area)
Principals' supervisory and evaluation practices are assessed in this study. Mailed questionnaires to all K-12 principals in a county within the Detroit metropolitan area yielded an overall 94 percent response rate. Principals were asked for numbers of total faculty, faculty observed, minutes of observation, types of data used to make judgments, types of observation instruments used, the purpose of observations, criteria used, types of decisions based on the data, and whether job descriptions were available. Findings indicate that supervisory deficiencies exist in job description, validity, and reliability, while at the same time principals express desire for teacher improvement. A paradox for principals is the discrepancy between accountability obligations, time, and teacher improvement. A list of guiding questions is offered for board of education members. Seven statistical tables are presented. (23 references) (LMI)

**ED 332 280**                     EA 022 361
*Al-Rubaiy, A.*
**American Education under Fire: An Exploration of Selected Major Contemporary Reports.**
Pub Date—[90]
Note—19p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Educational Assessment, Educational Innovation, Educational Objectives, *Educational Trends, Elementary Secondary Education, *Excellence in Education, Federal Aid, Instructional Improvement, Politics of Education, Productivity, *School Restructuring, Teacher Education, Teacher Improvement
This report analyses six current educational reform proposals: (1) "A Nation at Risk: The Imperative for Educational Reform" (National Commission on Excellence in Education, 1983); (2) "Action for Excellence" (Task Force on Education for Economic Growth of the Education Commission of the States, 1983); (3) "The Twentieth Century Fund Task Force Report on Federal Elementary and Secondary Education Policy: Making the Grades" (1983); (4) "High School: A Report on Secondary Education in America" (E. L. Boyer, 1983); (5) "The Holmes Group Report: Tomorrow's Teachers" (1986); and (6) "A Nation Prepared:

Teachers for the 21st Century" (Carnegie Forum on Education and the Economy, 1986). Debates center on student evaluation, teacher preparation, appropriate standards for assessment, and social versus academic goals. The various recommendations made by the reports illustrate the controversial nature of how to achieve educational excellence and the conflicts of interest inherent in the American educational reform movement. A conclusion is that consensus among interested populations will be difficult to reach. (6 references) (LMI)

**ED 332 281**          **EA 022 374**
**Cooperative Learning. What We Know About Series.**
Educational Research Service, Arlington, Va.
Pub Date—90
Note—35p.
Available from—Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 227-00001; $12.00 plus $2.50 on prepaid orders).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Classroom Techniques, Cooperative Education, *Cooperative Learning, Elementary Secondary Education, Ethnic Groups, Group Activities, Learning Strategies, Mainstreaming, Self Esteem, *Student Participation, Teaching Methods, Teamwork
Instructional methods that seek to promote learning through student cooperation, rather than competition, are discussed in this handbook. Sections include an outline of the characteristics of cooperative learning techniques; a summary of research on the effects of cooperative learning on academic achievement, ethnic relations, mainstreaming, and student self-esteem; and a discussion of teacher, student, parent, and administrator roles. Eight major cooperative learning methods are described: (1) Student Teams Achievement Divisions; (2) Teams Games Tournament; (3) Team Assisted Individualization; (4) Jigsaw (using an individual incentive structure); (5) Jigsaw (using a cooperative incentive structure); (6) Cooperative Integrated Reading and Composition; (7) Learning Together; and (8) Group Investigation. Information is provided for each method as to the subjects for which it is appropriate, group structure, incentive structure, developers of the technique, grade level range, student assessment, and how it "works." All the methods have students organized in groups of two to six members. (25 references) (LMI)

**ED 332 282**          **EA 022 412**
*Steuteville-Brodinsky, Mary And Others*
**Selecting, Recruiting and Keeping Excellent Teachers: Problems and Solutions. AASA Critical Issues Report.**
American Association of School Administrators, Arlington, Va.
Report No.—ISBN-87652-143-X
Pub Date—89
Note—100p.; Photographs may not reproduce clearly.
Available from—Publication Sales, American Association of School Administrators, 1801 Moore Street, Arlington, VA 22209-9988 (Stock No.021-00255; $13.95 prepaid plus $3.50 postage and handling; quantity discounts).
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Ladders, Evaluation Criteria, Incentives, Instructional Improvement, Merit Pay, Participative Decision Making, *Personnel Selection, Teacher Characteristics, Teacher Employment, *Teacher Persistence, Teacher Qualifications, *Teacher Recruitment, Teacher Salaries, *Teacher Selection, Teacher Supply and Demand
Strategies for teacher selection, recruitment, and retention are summarized in this report, which is based on results of a national survey of trends, practices, and opinions of school administrators. Thirteen chapters are contained in three sections, which deal specifically with the teacher selection, recruitment, and retention processes. The first part on teacher selection provides information on the qualities of good teaching, traits for excellence, standards for teacher selection, and selection procedures and strategies. Part 2 on teacher recruitment describes locating areas of teacher supply, planning the recruitment effort, and improving recruitment strategies. Part 3 examines factors for teacher

commitment and mobility, outlines strategies for keeping quality teachers, identifies factors for teacher retention, and discusses the role of salary schedules and incentives for growth. Examples of successful school district strategies are included at the end of each section. (LMI)

**ED 332 283**          **EA 022 444**
*Zsiray, Stephen W., Jr.   Peterson, Holly*
**Developing a Peer Tutoring Program for Year-Round Education.**
Pub Date—Nov 90
Note—11p.; Paper Presented at the Annual Meeting of the National Middle School Association (Long Beach, CA, November 14-17, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Age Teaching, Elementary Secondary Education, *Extended School Year, Extracurricular Activities, Learning Experience, Middle Schools, *Peer Teaching, Program Evaluation, School Schedules, Student Participation, Tutoring, *Vacation Programs, *Year Round Schools
Identifiers—Utah
This paper summarizes an effective peer tutoring program used in both elementary and middle school programs in the Cache School District (North Logan, Utah). In year-round education programs, students have off-track time during the school year at four different intervals. This time is often utilized by school districts to give students additional educational experiences. The formal name given to the off-track program is intersession. The authors describe a peer tutoring program that has given middle school students the opportunity to return to elementary school settings and work with younger children in a variety of capacities ranging from reading aloud to groups of children, working in one-on-one tutorial situations, to correcting papers. In addition, at the middle school level peer tutors can work with students during intersession times who are in need of remediation in the core subjects as well as assist teachers in various classroom assignments. To date, 182 students have participated in the program. (Author)

**ED 332 284**          **EA 022 459**
*Hansen, Kenneth H.   And Others*
**Rethinking School Finance. A Policy Issues Paper Prepared for the Chief State School Officers of the Northwest and Pacific.**
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 90
Contract—400-86-0006
Note—12p.; Some print may not reproduce adequately in paper copy.
Available from—Publication Sales, Northwest Regional Educational Lab., 101 S.W. Main Street, Suite 500, Portland, OR 97204 ($4.10; includes shipping at 4th class rate).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Educational Economics, Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Expenditures, *Finance Reform, *Financial Policy, *Financial Support, Fiscal Capacity, Resource Allocation, *School Funds, Taxes
Ways of rethinking school financial policy issues are examined in this report. This rethinking has evolved from growing recognition of two related principles: school finance as part of public finance; and policy formation as a product of commitments and constraints. Principles of public finance, commitments and constraints are described. Five policy options are offered, which include subsuming school finance within public finance, developing comprehensive databases, rearranging the sequence of school finance policy, developing an accountability system, and increasing collaboration. A conclusion is that each part of the system must compromise to a small extent and that school finance reform will not take place until actual school improvement occurs, which requires additional funding. (LMI)

**ED 332 285**          **EA 022 489**
*Logan, Connie Stokes   Pounder, Diana G.*
**Limitations on Change: Current Conditions Influencing Academic Intransigence in Educational Administration Programs.**
Pub Date—Oct 89
Note—26p.; Paper presented at the Annual Meet-

ing of the University Council for Educational Administration (Scottsdale, AZ, October 27-29, 1990).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Education, Adoption (Ideas), Change Strategies, *Educational Administration, Graduate Study, Management Development, Professional Education, *Resistance to Change
An analysis of academic intransigence (resistance to change) in educational administrative preparation programs is presented in this paper. Drawing upon two conceptual frameworks, the stakeholder perspective and Porter's (1980) five-force model of industry structure and competitive influence, two factors contributing to academic intransigence are identified: (1) academic norms and the reward system of higher education institutions; and (2) low rivalry and low threat of entrants due to the predicted decline in available professors. A conclusion is that unless reform of administrator preparation programs are based on an awareness of what professors do and why, meaningful change is unlikely. One figure of the model of forces affecting academic intransigence is included. (19 references) (LMI)

**ED 332 286**          **EA 022 499**
*Hart, Ann Weaver   And Others*
**Learning To Lead: Reflective Practice in Preservice Education.**
Pub Date—Oct 90
Note—38p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Education, *Cognitive Development, Cognitive Processes, *Decision Making Skills, Elementary Secondary Education, Higher Education, *Leadership, *Leadership Training, Learning Processes, Learning Theories, Management Development, Professional Education, *Theory Practice Relationship
Identifiers—*Utah
Results of a study of a pilot program exploring the application of reflective practice to educational administration are reported in this paper. The program goal was to create a design studio for the development of reflective practice among educational administration students. To accomplish this goal, the design studio provided explicit instruction and experience in applying theoretical, empirical, and experiential knowledge to practical problems. Expert practitioners coached students through the processes of problem solving and definition as they developed action plans. This process of cognitive coaching focused on school problems rather than on traditional subjects of study. Six coaches who were practicing school administrators were selected from the faculty of the Department of Educational Administration at the University of Utah to supervise graduate students enrolled in a seminar on the principalship. Program evaluation involved document analysis, participant observation, exit interviews with students and coaches, and review panel assessments. Findings demonstrate the need for coaches' training and practice in reflective and inductive questioning, fixed prerequisites for a student-focused design studio, continuous program evaluation, and provision of specific learning cases. (30 references) (LMI)

**ED 332 287**          **EA 022 536**
*Brock, Barbara, Ed.*
**Guide to Corporate Support. Volume 1: Program Descriptions; Volume 2: Indexes. 1991 Edition. Education Interface Series.**
Information Interface Inst., Inc., Skillman, NJ.
Report No.—ISBN-1-878059-00-9; ISSN-1052-8261
Pub Date—90
Note—884p.; Volume 1 contains a total of 884 pages; volume 2 is paginated only by section.
Available from—Publication Sales, Education Interface, P.O. Box 3649, Princeton, NJ 08543-3649 ($225.00 both volumes).
Pub Type— Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors—*Corporate Support, Elementary Secondary Education, Grants, Grantsmanship, Higher Education, Human Resources, *Indexes,

•Private Financial Support, •Program Descriptions, •School Business Relationship, School Support

This comprehensive resource guide profiles more than 5,000 business-education collaborations across the United States. It is designed to help schools augment their tight budgets, enhance their curriculum, and obtain needed expertise from corporations and also to help businesses find ways to help educators turn out first class, competitive employees. Volume 1 provides a list of the companies in alphabetical order, followed by company profiles that cite persons to contact, foundation guidelines, application procedures, and services offered. An analysis of the programs reveals that nearly one in two programs prepare students for tomorrow's jobs; one in three programs are especially supportive of minorities and women; and one in three programs address current social issues, including Acquired Immune Deficiency Syndrome (AIDS) education, substance abuse, and pregnancy prevention. Volume 2 contains indexes that classify the thousands of support programs available in multiple ways. Laid out on easy to scan grids are the following separate indexes: (1) program involvement; (2) subjects; (3) services; (4) resources; (5) partnerships; (6) scholarships and awards, and career development; and (7) educator training. A geographical index, an industry index, and an index of areas of expertise are also provided. (MLF)

**ED 332 288**                    EA 022 538
*Epstein, Joyce L. And Others*
**Staff Development in the Middle Grades. Report No. 38.**
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—OERI-G-90006
Note—36p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Inservice Education, Inservice Teacher Education, Intermediate Grades, Junior High Schools, •Middle Schools, •Professional Development, •Staff Development, Teacher Education

Staff development for middle-grades educators has become increasingly important as theory, research, practice, and policy have converged to produce information and recommendations to revise and improve middle-grades education. This report includes a review of the major purposes of staff development, data on teacher reactions to staff development experiences, a summary of the key components of effective inservice programs, and a discussion of recent policy recommendations. The report offers a five-point rationale for a policy regarding staff development. (1) An on-going and career-long program should be available to all personnel working with middle-grade students. (2) Staff development content should relate to the specific characteristics and needs of students as well as teaching conditions. (3) The structure of staff development is critical to its success. (4) Evaluation and staff development should be linked. (5) A separate certification should be required for professionals working in the middle level grades. Three tables and 43 references are included. (LMI)

**ED 332 289**                    EA 022 605
*Kerchner, Charles And Others*
**The Reflective Macintosh: A Computer-Assisted Approach to Understanding and Improving Managerial Practice. Project Report.**
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI17C80003
Note—52p.
Available from—Publication Sales, National Center for School Leadership, 1208 W. Springfield, Room 208, Urbana, IL 61801 (Order No. PR-B003; $12.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—•Administrator Effectiveness, Cognitive Mapping, Cognitive Structures, •Cognitive Style, •Computer Oriented Programs, Decision Making, •Educational Administration, Elementary Secondary Education, •Hypermedia, Leader-

ship Styles, Microcomputers, Principals, •Problem Solving

The early stages of a microcomputer-based project to integrate managerial knowledge and practice are described in this report. Analysis of the problem-framing process that effective principals use to reduce complex problems into more manageable ones forms the basis of the project. Three cognitive-mapping techniques are used to understand the managerial decision-making process: questioning, organizational data, and participant descriptions. An interactive computer system of hypermedia organizational information was developed from analysis of problem-framing accounts of five business and education managers participating in a seminar. A conclusion is that the program's use of interrelated facts to cross-reference information and ideas enables school leaders to analyze hypothetical questions about the potential organizational effects of a given development. The interactive computer system and its applicability to educational leadership is described. Two figures are included. (31 references) (LMI)

**ED 332 290**                    EA 022 623
*Slavin, Robert E. And Others*
**Effective Programs for Students At Risk.**
Report No.—ISBN-0-205-11953-0
Pub Date—89
Note—382p.
Available from—Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02194-2310.
Pub Type— Books (010) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—•Compensatory Education, Elementary Secondary Education, •High Risk Students, Intermediate Grades, Kindergarten, Middle Schools, Preschool Education, Program Effectiveness, Program Evaluation, Program Improvement, Remedial Instruction, •Remedial Programs, •Special Education

Much more is known about how to best prevent and remediate learning deficits than is being applied. However, much remains to be learned about effective programs for students at risk of failure. Major restructuring of compensatory and special education programs in the early grades is needed to ensure all students an adequate level of basic skills for later years. This book provides information on effective programs for students at risk and lays a groundwork for program changes. Three major types of programs—compensatory, special education, and general education—are analyzed through review of their history, legal requirements, and practical restraints. Examples of effective classroom, pullout, preschool, and kindergarten programs and their principles are described. Instructional issues for teaching students at risk are addressed. Results from a study of 24 schools on the quality of compensatory education and instructional settings, activities, and other design features related to achievement gain are given as well as effective strategies for academically handicapped students in the regular classroom. A redesign of programs is offered and conclusions are drawn for new practices and policies. References appear at the end of every chapter, and an index is included. (EJS)

**ED 332 291**                    EA 022 667
*Gordon, William M. And Others*
**Home Schooling.**
Pub Date—15 Feb 91
Note—51p.; For a related document, see ED 326 935.
Pub Type— Information Analyses (070) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Civil Liberties, •Compulsory Education, Elementary Secondary Education, Home Programs, •Home Schooling, Nontraditional Education, Parents as Teachers, •School Attendance Legislation, State Church Separation, State Courts

A discussion of compulsory attendance legislation and issues relevant to home schooling are presented in this report. The first section offers a literature review and discussion of the socialization and academic achievement arguments. Section 2 provides a chronologically ordered summary of cases that address such issues as qualifications of parents as teachers, student evaluation and certification, religious freedom, state educational standards, and special needs students. The third section presents an analysis of state laws in relation to compulsory at-

tendance laws and the legal status of home schooling. State statutes are classified in terms of state regulation of home schooling, instructional matters, and student assessment. (13 references) (LMI)

**ED 332 292**                    EA 022 681
*Brendtro, Larry K. And Others*
**Reclaiming Youth At Risk. Our Hope for the Future.**
Pub Date—90
Note—104p.
Available from—National Education Service, 1821 West Third Street, Suite 201, P.O. Box 8, Bloomington, IN 47402 ($19.95; quantity discounts).
Pub Type— Information Analyses (070)
Document Not Available from EDRS.
Descriptors—•American Indian Culture, •Child Advocacy, Child Rearing, Discipline, Early Childhood Education, •Educational Environment, •Educational Improvement, Educational Responsibility, Elementary Secondary Education, •High Risk Students, Interpersonal Relationship, Learning Motivation, Moral Development, Self Esteem, Social Values, •Student Needs, Values Education

If schools are to respond effectively to the problems of youth at risk, they must build "reclaiming" environments that recover alienated youths by addressing both the students' needs and the needs of society. In the first of three sections, this document examines the alienation of children in a frequently inhospitable society. Destructive relationships at home and at school, the effects of negative environments and expectations, and the outcomes of naive theories of behavior among educators are discussed as well as learned irresponsibility, the loss of purpose among youth, and problems associated with excessive individualism, depersonalization, and the changing role of work in students' lives. In an exploration of Native American child-rearing philosophies, the second section examines the spirits of belonging, mastery, independence, and generosity that are perceived as values in Native American culture and that nurture four essential components of self-esteem: significance, competence, power, and virtue. The final section highlights principles and strategies related to establishing positive relationships with at-risk youths, implementing alternative methods for organizing learning experiences, disciplining to counter irresponsibility, and fostering prosocial values in youth. Each section is followed by corresponding references. (CLA)

**ED 332 293**                    EA 022 737
**An Implementation Guide for the New Futures Initiative.**
Annie E. Casey Foundation, Greenwich, CT.
Pub Date—89
Note—130p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—•Community Cooperation, •Community Support, Dropout Prevention, Early Parenthood, Elementary Secondary Education, •High Risk Students, Human Services, •Institutional Cooperation, Pregnant Students, •School Community Relationship, Social Responsibility, Social Services, Youth Employment
Identifiers—•New Futures Initiative

New Futures, founded in 1987, is a multicity foundation-funded initiative designed to reduce the school dropout rate, teen pregnancies, and youth unemployment. The foundation's expectations for a 5-year agenda and program strategies are described in this implementation guide. Based on institutional change, the project utilizes community collaboration to improve delivery of social services to youth and build a sense of collective institutional responsibility. Five sections outline implementation strategies for the New Futures collaborative, case management, education, teen pregnancy, and youth employment. One figure is included. (LMI)

**ED 332 294**                    EA 022 745
*Butler, E. Dean And Others*
**The PATS Project: A State of Tennessee School Reform Initiative.**
Memphis State Univ., Tenn. Coll. of Education.
Pub Date—Apr 90
Note—80p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For a related report, see EA 022 747.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affiliated Schools, *Classroom Environment, *College School Cooperation, Educational Cooperation, *Educational Environment, Educational Improvement, Elementary Secondary Education, Higher Education, Institutional Characteristics, Program Effectiveness, School Effectiveness, School Restructuring, *Student Attitudes

Identifiers—*Positive Attitudes in Tennessee Schools, *Tennessee

The first-year results of a Tennessee college-school partnership program to implement a data-based school improvement change model–the Positive Attitudes in Tennessee Schools Project (PATS)–are summarized in this report. Two major goals of the first year (1989-90) included assessing and improving school climate and enhancing student and teacher self-esteem. Faculty from 6 state higher education institutions were paired with 41 participating schools, which included 4 special, 20 elementary, 6 middle/junior high, and 11 senior high schools, to monitor their development. Longitudinal research was conducted to determine the influences on school and classroom climates resulting from school improvement initiatives and to assess the differential impact of changes on a number of dependent variables. Instruments included the Tennessee Classroom Climate Inventory (TCCI), Tennessee School Climate Inventory (TSCI), Self Concept as a Learner-Revised (SCALR), and a teacher self-esteem assessment. Findings indicate overall positive assessments of the schools' instructional programs, but widespread student dissatisfaction in the areas of participation and classroom interaction. Findings also point to variations existing between schools and communities. Generally, students reported stable academic self-images, but differed in their perceptions of classroom climates. Appendices include state training tables, school and classroom climate tables, self-concept as learner tables, and a summary of student data. (35 references) (LMI)

**ED 332 295**                        **EA 022 747**
Butler, E. Dean
Fall 1989 Learning Environments in Tennessee Schools. Executive Summary.
Memphis State Univ., Tenn. Coll. of Education.
Pub Date—Jun 90
Note—22p.; For a related report, see EA 022 745.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Organization, *Educational Environment, Elementary Secondary Education, Program Descriptions, Racial Factors, Role Perception, Student Attitudes, Student School Relationship
Identifiers—*Positive Attitudes in Tennessee Schools, *Tennessee

This document summarizes the first wave of data collection and findings for the elementary, middle, and senior high schools participating as pilot sites for the Positive Attitudes in Tennessee Schools (PATS) Project. Following an overview of the goals of the project, the school improvement change model used by the project, and the research and evaluation components of the project, the method and procedures for data collection and analysis of data are described. A summary of school climate data gathered from 1,444 staff members at 37 school pilot sites includes information on order, administrative leadership, school facilities and environment, school community environment, instructional programs, student expectations, and collaborative problem solving. School climate dimensions are next discussed in terms of selected variables such as school level, school-community type, and age groups. Using 1989 data obtained from over 8,000 students, the document discusses 11 aspects of classroom climate and 4 dimensions of the student's self-concept as a learner. Both topics are reviewed in light of variables such as school community type and students' academic performance, extracurricular participation, educational plans, tendency to drop out, and at-risk status. Last, conclusions regarding school learning environments and learner perceptions are offered. (8 references) (CLA)

**ED 332 296**                        **EA 022 783**
Shafer, Jeffrey E.
Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90. Focus on F. B. Leon Guerrero Middle School.

Guam Dept. of Education, Agana.
Pub Date—Jul 90
Note—143p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Basic Skills, *Educational Policy, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Middle Schools, Models, Participative Decision Making, *Program Evaluation, *Self Esteem, Teacher Morale
Identifiers—*Guam

Data collected during the 1989-90 school year reveal that middle schools in Guam exist in name only, with one notable exception. F. B. Leon Guerrero Middle School has implemented an interdisciplinary team model boasting many of the salient features of true middle schools. Leon Guerrero teachers rated the extent their school provided for students' unique social, emotional, academic, and physical needs significantly higher than teachers at other middle schools. Information collected on student self-esteem suggests that Leon Guerrero is doing a creditable job of addressing the social and emotional aspects of student life. Information from the locally constructed Basic SKill Mastery Test in Language Arts/Reading and Mathematics indicates the school is performing adequately in these basic skill areas at the sixth-grade level. Although teacher morale was higher at Guerrero Middle School, morale and satisfaction with worksite conditions at all other middle schools declined. Guerrero stresses participative decision making more than other middle schools. To improve Guam's middle schools, this report recommends that: (1) the director of education immediately convene a high level task force to review the evaluation study and develop action plans; (2) the Territorial Board of Education immediately conduct a detailed policy analysis aimed at incorporating middle school goals and objectives; and (3) policy makers fully support Leon Guerrero's interdisciplinary model. Appendices provide memoranda, sample teacher and student survey instruments, curriculum outlines, and other supportive materials. (20 references) (MLH)

**ED 332 297**                        **EA 022 794**
Strom, Tim
Minnesota School Finance: A Guide for Legislators.
Minnesota House of Representatives, St. Paul. Research Dept.
Pub Date—Feb 90
Note—91p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Finance, Elementary Secondary Education, *Income, *Property Taxes, *Public Education, *State Aid
Identifiers—*Minnesota

Following a brief introduction discussing Minnesota's educational finance system, recent finance litigation, and public education system, this report discusses basic school finance terms and concepts. The next two sections review the state's property tax system and its general education revenue program, including aid and levy calculations. Subsequent sections describe funding mechanisms for school transportation; special education; community, early childhood, and adult education; and vocational-technical education. Also described are capital finance methods, miscellaneous funds for education, teacher retirement funding, tax relief aids, and the school district accounting system. (MLH)

**ED 332 298**                        **EA 022 828**
Audit Guidelines for 1989-90: Single Audit Act of 1984.
South Carolina State Dept. of Education, Columbia.
Pub Date—Jun 90
Note—308p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Accounting, Bookkeeping, Elementary Secondary Education, Expenditures, *Federal Aid, *Federal Regulation, *Financial Audits, Financial Policy, Money Management, Recordkeeping, Resource Allocation, *School Funds, *School Restructuring
Identifiers—*South Carolina

Single Audit Act of 1984 was passed to provide guidelines for organizationwide audits of federally funded programs. Explanatory notes for Educational Improvement Act (EIA) summer school ac-

counting are given. Section 1 outlines audit requirements established for state and local governments that receive and administer federal assistance. An independent auditors report is described in section 2. Section 3 gives examples of general purpose financial statements. Sections 4 through 12 give sample financial forms for the general fund, special revenue fund, special program, EIA, Target 2000, debt service, school building, food service, and pupil activity funds. Sections 13 and 14 give examples of supplementary schedules. Section 15 describes an auditors report for a schedule of federally-assisted program expenditures and gives CFDA cross-cross-reference numbers. Internal control and compliance reports as well as a compliance supplement for single audit requirements and standards by program are given in sections 16 through 17. Six appendices comprise Section 18. (EJS)

**ED 332 299**                        **EA 022 838**
Nussbaum, Michael
School Restructuring in California. The 1991-92 Budget; Perspectives and Issues. Reprint.
California State Office of the Legislative Analyst, Sacramento.
Pub Date—Feb 91
Note—30p.; Figures may not reproduce adequately in paper copy.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Basic Skills, Communication Skills, *Cooperation, *Decentralization, *Educational Planning, Elementary Secondary Education, Problem Solving, School Choice, *School Restructuring, *State Action, Teamwork
Identifiers—*California, Strategic Planning

Three broad themes run throughout restructuring reforms: decentralization, collaboration, and accountability. The California Legislature recently established a statewide school restructuring demonstration program to help determine whether California educators can make restructuring work. This analysis examines the concept of school restructuring, focusing on: (1) current performance deficiencies in the state school system; (2) restructuring components and their potential for improving educational quality; (3) a summary of research on school restructuring's effectiveness; and (4) the state's future role in restructuring efforts. The analysis is intended to be descriptive, rather than judgmental, and is based on an extensive literature review, interviews with experts, and direct classroom observations. From this research, several conclusions may be drawn: First, more research is needed concerning restructuring's effectiveness. Second, teachers need sufficient release time and training to meet added restructuring demands. Third, schools must link restructuring components to the effective delivery of a challenging curriculum. And finally, schools basing restructuring on strategic planning (instead of piecemeal reform) may have greater success. Besides establishing pilot projects, states can restructure teacher preparation programs, experiment with performance-based waivers, conduct additional, broad-based research projects, and improve coordination of the state's educational policy objectives with the model curriculum frameworks. (MLH)

**ED 332 300**                        **EA 022 840**
Achilles, C. M.   Gaines, Pat
Collegial Groups in School Improvement: Project SIGN.
Pub Date—May 91
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Strategies, *Collegiality, *Cooperative Programs, *Educational Improvement, Elementary Secondary Education, Higher Education, Institutional Cooperation, *Networks, Teacher Administrator Relationship, *Teamwork
Identifiers—Isolation (Professional), School Culture, *School Improvement Groups Network Project NC, *University of North Carolina Greensboro

Project SIGN was a year-long school site improvement process conducted in four schools in one system. A school Improvement Groups Network (SIGN) Team included a site-level administrator, several teachers, and higher education, central of-

fice, and other resource persons cooperating in school improvement. SIGN provided collegial, focused, professional inservice training to refine schooling processes and pupil outcomes. Each SIGN established a goal, "gameplans" or incremental steps, and operating procedures. Major, positive, and lasting changes resulted. Project SIGN was aided in its goal achievement by following a communication/change model. The project was evaluated and validated by comparing it to other process and theoretic models. Program evaluations completed by participants indicated that SIGN was more collegial, productive, and effective than traditional inservice approaches. SIGN became a vehicle for districtwide improvement in 1990-91. Appendices contain a list of 30 references provided to participants, activity charts, and a table comparing SIGN with characteristics of effective inservice practices. (Author/MLH)

**ED 332 301**                    **EA 022 844**
Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—Jan 91
Note—103p.; Small print in one of the attachments may not reproduce adequately in paper copy.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Advertising, Commercial Television, *Educational Policy, Intermediate Grades, *Public Schools, *School Responsibility, Secondary Education, *State Action, State School District Relationship, *Television Commercials
Identifiers—*Channel One, *Washington
   This document presents the results of a mandated study of commercialism in the schools carried out by Washington State's Office of the Superintendent of Public Instruction. The study was prompted by the issues surrounding Channel One, a 12-minute televised news program designed for secondary school students that includes 2 minutes of commercials. Schools are offered about $50,000 worth of free receiving equipment in exchange for showing the program to most students during the regular school day. At least 10 Washington schools participate; the figure is 5,308 nationwide. This document reviews commercialism, narrowing the scope to "electronically transmitted" commercialism in schools and tracing the responses of various individuals, organizations, and associations to the Channel One offering. Washington's 1989 and 1990 state policy actions regarding this issue are detailed, along with a review of policy actions in other states. The report lists six policy options and their potential positive and negative consequences. Preferred options were narrowed to the following recommendations: (1) The state's Legislature, Governor, and Superintendent of Public Instruction should take steps to provide Washington schools with appropriate educational technologies; (2) the state legislature should adopt a statement saying viewing decisions to local school boards; and (3) the State Board of Education should establish a representative task force to address issues requiring further study. Appendices provide a bibliography of 90 references, definitions, legal precedents, educational organizations' statements, survey findings, selected legislative materials, and a literature review on the effects of television viewing on children. (MLH/Author)

**ED 332 302**                    **EA 022 847**
Miles, Matthew B.  Ekholm, Mats
Will New Structures Stay Restructured?
Pub Date—Apr 91
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Innovation, Elementary Secondary Education, *Program Implementation, *School Organization, *School Restructuring, *Success
Identifiers—*Institutionalization (of Innovations)
   Concerned with how new schooling structures, once implemented, will remain in place, this paper reviews findings of the International School Improvement Project (ISIP) about institutionalization and suggests their application to educational restructuring results. According to the ISIP study, in-

dicators of complete institutionalization include acceptance by relevant actors, routinization of the change, widespread usage, firmly expected continuation, and legitimacy or invisibility of the change. The restructuring literature largely sidesteps the topic of institutionalization. A more general literature review reveals institutionalization's dependence on high-quality innovations, local and external contexts, and the change process itself. A case study analysis discloses other key factors, such as policy-level confirmation, vision-building, external and internal support, school leader maintenance, staff ownership, and embedment. Institutionalization is not monolithically determined, but is ensured by a configuration of key aspects. The ISIP results suggest action implications for those desiring to institutionalize change in schools: applying alternative frames (managed change, cultural change, assimilation, and conflict); achieving district-school congruence; providing extra energy resources; allowing sufficient time; developing a clear, shared vision; envisioning implementation as prefigured institutionalization; managing transition effectively; stressing personal and organizational learning; routinizing internal support; and avoiding staleness. (21 references) (MLH)

**ED 332 303**                    **EA 022 848**
Gundem, Bjorg B.
Rise, Development and Changing Conceptions of Curriculum Administration and Curriculum Guidelines in Norway: The National-Local Dilemma.
Pub Date—Apr 91
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Decentralization, *Educational Change, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Government Role, Guidelines
Identifiers—*Norway
   The current move toward decentralized curriculum work throughout the western world marks a reversal of a historical trend: the gradual shifting from local to national control. In Norway, this trend is manifested by the emergence of changing conceptions of curriculum work, curriculum administration, and the nature of curriculum guidelines as steering and controlling instruments. This paper tentatively identifies and discusses emerging new conceptions and inherent conflicts and dilemmas, focusing on three phenomena: (1) the status of certain differentiation processes linked to developing centralized curriculum work and administration (compartmentalization, segmentation, and licensing); (2) the current and changing functions of national curriculum guidelines; and (3) critical issues related to various curriculum decision-making levels. Some historical highlights of Norway's situation are also discussed, namely the origins of Norwegian administration exemplified by the first curriculum commission, the establishment of state curricular competency, and the emergence of a regional administrative system of primary schools. Several points are made concerning the effects of decentralized management on curriculum development. Curriculum guidelines illustrate a pervasive paradox as they embody both freedom and constraint of freedom, especially when assessment and quality control procedures are involved. (33 references) (MLH)

**ED 332 304**                    **EA 022 860**
Valerien, Jean
Practical Guide for the School Principal: A Methodological Guide to Educational Administration and Management for the Training of Primary School Principals. Revised.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date—May 89
Note—215p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Policy, *Administrator Education, Administrator Guides, *Administrator Responsibility, *Administrator Role, Decision Making, *Educational Administration, Educational Innovation, Elementary Education, Foreign Countries, Instructional Leadership, Interprofessional Relationship, Leadership Responsibility, Leadership Styles, *Principals, School

Community Relationship, School Supervision, Teacher Administrator Relationship
Identifiers—*Francophone Africa
   Written with regard to the cultural context of French-speaking African countries, this document begins by describing the administrative role of the school principal. Questions related to each of 56 key words associated with educational administration are offered, and the limitations and freedom provided by administrative regulations is discussed. Next, the principal's role in the educational community is explored through an examination of the principal's role in four areas: (1) management and administration; (2) leadership and training; (3) evaluation and control; and (4) public relations. Included is information on leadership styles; decision making; delegation; staff meetings; the supervision of replacements and of new or inexperienced teachers; monitoring student, class, and school results; examination results; the control and evaluation of teachers; relations with the community, the immediate environment, and users of the school; and institutional participation. A third section explores the principal's role in innovation and development and describes three stages of innovation. Last, an overall school project for school change is outlined in detail. Appended are a glossary and data sheets for record keeping. (15 references) (CLA)

**ED 332 305**                    **EA 022 864**
Williams, Tom R.  Millinoff, Holly
Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.
Canadian Education Association, Toronto (Ontario).
Pub Date—Sep 90
Note—54p.
Available from—Publication Sales, Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5, Canada ($8.00).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Quality, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Public Opinion, *School Effectiveness, *Surveys, *Teacher Effectiveness
Identifiers—*Canada
   This report summarizes a poll of Canadian opinion on education. Most people gave the schools in their community a B (39 percent) or C (35 percent), suggesting a relatively high degree of satisfaction with schools. Some 29 percent of the population indicated that schools have improved over the past 4 years, 20 percent indicated they have become worse, and 42 percent said that they have stayed the same. Two-thirds of respondents saw their provincial government as somewhat or strongly committed to maintaining a high quality educational system, and one-half felt that the government received food or excellent value for its education dollar. The biggest problems facing schools were perceived to be drug and alcohol abuse (17 percent), discipline (11 percent), preparation for the work force (9 percent), and improvement of basic skills (9 percent). The most positive assessments (grades A or B) were accorded to teacher effectiveness and staff responsiveness to parents' concerns about their children. However, respondents indicated great dissatisfaction with performance in reading, writing, and speaking; 22 percent were somewhat dissatisfied and 11 percent very dissatisfied. Schools in jurisdictions with over 1 million population are viewed more negatively in many cases. Appendices contain a sample questionnaire and a summary of demographic characteristics. (Author/MLH)

**ED 332 306**                    **EA 022 882**
Missourians Prepared—Success for Every Student. Recommendations for Improving Missouri's Public Schools during the 1990s.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Pub Date—Jul 90
Note—22p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Curriculum Development, Educational Change, Educational Finance, *Educational Improvement, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Equal Education, Instructional Improvement, Preschool Education, *Public Education, School Organization, State

Boards of Education, State Standards, *Statewide Planning, Teacher Education
Identifiers—*Missouri

Emphasizing outcome-oriented planning and management, innovation, and flexibility, this document discusses the renewal needed in Missouri public education in the 1990s and offers suggestions for educational change. Four major recommendations are presented that include creating a performance-oriented system; increasing prevention efforts; providing more time for learning; and shifting from "the Carnegie Unit" as the primary organizing factor in schools. Strategies for change, initiatives recommended by the State Board of Education, and goals for the 1990s are described for each of four areas of concern: (1) curriculum and instruction; (2) equity and opportunity; (3) teachers and training; and (4) funding and support. (CLA)

ED 332 307                    EA 022 889
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 3: Child Abuse.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-111-5
Pub Date—91
Contract—RI88062004
Note—66p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.50 prepaid; $2.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Abuse, *Child Advocacy, *Child Neglect, Childrens Rights, Community Coordination, Elementary Secondary Education, Family Violence, Legal Responsibility, Parent School Relationship, Policy Formation, Prevention, School Law, School Responsibility, *Sexual Abuse, *Student Welfare, Teacher Responsibility, Teacher Student Relationship
Identifiers—*Oregon

After defining numerous terms related to physical and mental child abuse and neglect and presenting information on the prevalence and causes of abuse, this document explains areas of immediate concern for schools: (1) identification; (2) communicating with the student about possible abuse; (3) reporting suspected abuse; (4) assisting the abused child in the school environment; (5) agency response to reports of suspected abuse; and (6) limitations involved in emotional abuse prosecution. A section on school prevention efforts that discusses staff training, student training, and community awareness is followed by a discussion of policy and procedure development that includes relevant questions to be addressed; information on encouraging collaboration with the state Children's Services and law enforcement agencies; and sample policies, procedures, and statements. Last, information on 11 community agencies in Linn and Benton Counties, Oregon, is provided as a model for other districts to follow in collaborating with social service agencies in their own communities. Appended is an ERIC Digest on the role of schools in sexual abuse prevention and intervention. (27 references) (CLA)

ED 332 308                    EA 022 890
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 4: Substance Abuse.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-112-3
Pub Date—Jun 91
Contract—RI88062004
Note—64p.; For previous volumes in the series, see ED 330 025-026 and EA 022 889.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50 prepaid; $2.50 postage and handling on billed orders).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Failure, Alcohol Abuse, Alcohol Education, Behavior Change, Behavior Problems, Dropout Characteristics, Dropout Prevention, Drug Abuse, Drug Addiction, Drug Education, *Early Intervention, Elementary Secondary Education, *High Risk Students, Potential Dropouts, School Responsibility, School Role, Self Destructive Behavior, *Special Needs Students, *Substance Abuse, Symptoms (Individual Disorders)
Identifiers—Linn Benton Education Service District OR

Among the behavior management challenges in schools today is the question of how to deal with substance abuse among youth. Facts about student alcohol and drug use are provided in this handbook. Watching for school and home related behavioral indicators of drug use is an immediate concern for schools. Drug use follows a six-stage continuum: no interest, interest, experimental use, regular use, harmful involvement, and dependency. Proper responses to substance use situations require a policy that considers the situation type (five are described), decision-making process, and documentation procedures. How school personnel can respond at the classroom, building, and district level is discussed and procedural considerations are outlined. Basic communication ingredients and skills are discussed to help ensure successful communication with students about substance abuse. Training components of substance abuse education and awareness for students, faculty, parents, and the community are delineated. Four principles of policy development and an 11-step development process follow. Three sections address areas essential to policy content: student conduct and discipline; prevention; and identification and intervention. A sample alcohol and drug use student behavior and discipline policy and examples of community resources for assistance in substance abuse situations conclude the handbook. (13 references) (EJS)

ED 332 309                    EA 022 892
Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.
Tennessee Higher Education Commission, Nashville.; Tennessee State Board of Education, Nashville.
Pub Date—[89]
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Annual Reports, *Change Strategies, *Educational Assessment, *Educational Change, *Educational Innovation, Educational Planning, *Educational Quality, Elementary Secondary Education, Futures (of Society), Higher Education, Professional Development, School Community Relationship, Student Improvement
Identifiers—*Tennessee

This report on educational progress in the State of Tennessee during the 4-year period 1984-1988 concentrates on major areas that have been monitored over the past several years and that cut across all levels of education. These areas are: gains in the state's student achievement; student readiness for college; student performance; partnerships with business, government, and communities; and improvements in teacher education programs. Outlines of progress in all these areas are provided and the state's Master Plan for Public Education, Grades K-12, and the Master Plan for Higher Education are described. (EJS)

ED 332 310                    EA 022 897
Glines, Don
Imagineering: Key to Educational Futures.
Pub Date—91
Note—11p.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Educational Innovation, Elementary Secondary Education, *Futures (of Society), House Plan, *Lifelong Learning, *Research and Development, Resistance to Change, *Space Exploration, Year Round Schools
Identifiers—*Community Based Education, *Minnesota Experimental City

The emerging global and societal conditions demand more than the rhetoric of restructuring, reform, change, and innovation. Educators must

adopt the spirit of astronauts to confront the issues directly, create a desirable future for learning, and overcome the inertia of the existing school system. The proposal for the Minnesota Experimental City (MXC) is an exciting educational alternative. Planned for a community of 250,000 people, the MXC features waterless toilets, a geodesic dome, centralized/decentralized living, electronic technology, people movers, and no cars. Most importantly, it was designed with no schools; the city itself will be a lifelong learning laboratory. Although the city has not yet been constructed, creative educational architects can adapt the concepts and weave them into the local district transitions needed to move into the 21st century. School leaders can begin by designating one existing facility as a district-wide MXC space center for education or by creating school-within-a-school experiments throughout the district. The idea of research and development in education must be restored. Year-round schooling offers creative possibilities, but the Coalition for Essential Schools is focused on improving what already exists, promoting 20th century notions such as school-based management, teacher development, and interventions for disadvantaged students. A list of 25 steps is presented for administrator/astronauts seeking community-based learning models. (MLH)

ED 332 311                    EA 022 902
Tennessee Public Education: Five Years of Accomplishments and Challenges for the Future. Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission.
Tennessee Higher Education Commission, Nashville.; Tennessee State Board of Education, Nashville.
Pub Date—26 Jan 90
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Change Strategies, College School Cooperation, *Educational Change, *Educational Innovation, Educational Planning, Educational Policy, Elementary Secondary Education, Futures (of Society), Higher Education, Professional Development, Public Education, Recognition (Achievement), School Business Relationship, School Community Relationship, *School Restructuring, School Support, Student Improvement
Identifiers—*Tennessee

Tennessee's challenge for the future is to further change and revitalize the state's educational system by sustaining the momentum of the 1980s reform movements. Data collected during 1984-89 indicate that gains from school reforms are illustrated by improved standardized test scores, increased student readiness for college and work, a better system of postsecondary student assessment and improved development programs for school faculty as well as increased partnerships between schools and the private sector. The State Board of Education's Master Plan for Public Education, Grades K-12, identifies seven key result areas such as adult literacy, family/community involvement, and funding, and supplies objectives, strategies for objective accomplishment, ways to measure progress, and state initiatives required to bring about progress for each area. Five principles, including linking higher education to elementary education, make up the foundation for Tennessee's Master Plan for Higher Education developed by the state's Higher Education Commission. To provide a context for relating goals and developing long-range plans for educational reform, national demographic projections are given and these are followed by a series of predictions for Tennessee public education for the year 2000 and beyond. State requirements for high school graduation and undergraduate admission are given in appendices A and B. Appendices C and D list schools recognized for outstanding achievement. Three other appendices listing centers of excellence, centers of emphasis, and chairs of excellence, are also included. (EJS)

ED 332 312                    EA 022 903
John W. Gardner on Leadership.
National Association of Secondary School Principals, Reston, Va.
Pub Date—91
Note—33p.
Available from—Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($2.00 prepaid; quantity discounts).

Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Responsibility, *Administrator Role, Elementary Secondary Education, *Leadership, *Leadership Qualities, *Leadership Responsibility, Leadership Training, Management Development, Pamphlets, *School Administration
Identifiers—*Gardner (John)
Leadership is a concept that some school administrators know generally and others specifically. The term takes on new meanings and dimensions every time it is articulated. The tasks of leadership are envisioning goals, affirming values, motivating, managing, achieving workable unity, explaining, serving as a symbol, representing the group, and renewing. Effective two-way communication is essential to proper functioning of leader-constituent interaction. Leaders are preoccupied with the capacity to bring about intended consequences in the behavior of others. Leaders who understand that when high performance is expected its likelihood increases have an important qualification for moral leadership. Fourteen qualities of leaders include courage, confidence, and flexibility. Development of leadership extends over many years. Leaders must motivate people and have skills such as agreement building, networking, exercising nonjurisdictional power, and institution building in order to deal with complex situations. An interview with John W. Gardner is transcribed. (EJS)

**ED 332 313**                    **EA 022 904**
*Perrot, Paul*
**Mobilization and Management of Financial Resources for Education (A Synthesis of a Few Case Studies). Reports/Studies Working Series No. S.137.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date—88
Note—120p.; Translated into English by Andre Davoust.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Developing Nations, Economic Factors, *Educational Finance, *Educational Planning, *Educational Policy, Elementary Secondary Education, Equal Education, *Financial Problems, Foreign Countries, *Innovation, Literacy, Population Growth, Poverty
Identifiers—*UNESCO
Although important financial sacrifices have been made in favor of education since the United Nations launched its first Development Decade in 1961, it seems increasingly difficult today to mobilize financial resources in proportion to the needs or the demand. The extension of schooling throughout the world is confronted with such constraints that the budgetary limitations of educational financing policies must be acknowledged. UNESCO's Division of Educational Policy and Planning has launched a preliminary inventory of innovative funding experiments carried out by member states. This document offers a synthesis of earlier national studies. Chapter 1 discusses the economic context of educational finance, focusing on major educational objectives (the total eradication of illiteracy and universalization of primary education); the major obstacle (greater than expected population increases in developing countries); rising costs; and educational financing problems exacerbated by the balance of payments deficit, the Third World's debt, unemployment, poverty, and famine. Chapter 2 discusses innovation problems, and chapter 3 describes the material, financial, and human resources for education. Chapter 4 discusses governmental and organizational structures and functions, and chapter 5 examines the school's output in relation to resource allocation. The last two chapters offer conclusions and recommendations for devising successful innovation projects. (38 references) (MLH)

**ED 332 314**                    **EA 022 908**
*Monahan, William G. Smith, Edwin R.*
**Leading People or Managing Things: A Summary Paper of a Comparative Investigation of Leadership Development and Practices in Educational and Military (U.S. Army) Organizations.**
Pub Date—Mar 91
Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) —

Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Accountability, *Administrative Organization, *Administrator Effectiveness, Comparative Analysis, *Educational Administration, Elementary Secondary Education, Higher Education, Job Performance, *Leadership Responsibility, *Professional Development, School Based Management
Identifiers—*Army
Some important conclusions and recommendations may be drawn from comparing U.S. Army leadership processes to the state-of-the-art in educational administration: (1) army leadership development works in the ways intended; (2) leadership must be learned, not taught; and (3) everybody involved must truly participate. Site-based management makes no sense to army commanders; from squad to division, everybody must know how to lead his/her piece of the system and the accompanying prerogatives and responsibilities. Management is top-down in terms of operational authority and accountability, but is bottom-up in terms of effectiveness. There are also important contextual and institutional structure differences between the Army and educational administration. Progress toward a superintendency or through academic ranks is less defined than the Army's clearly explicit system of ranks and statuses, accompanied by systematic formal and continuous formal evaluations and specific education requirements to be earned internally and at traditional higher education institutions. The Army provides leadership lessons for educational administration: (1) both purpose and program must be well-defined; (2) leading is not managing; (3) leadership has to be shaped; (4) leadership's essence is trust, confidence, and will; and (5) leadership must be both practiced and assessed. An attached paper, "Military and Educational Leadership: A Comparative Investigation," explains these ideas more fully. (MLH)

**ED 332 315**                    **EA 022 909**
*Picus, Lawrence O.*
**Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.**
Pub Date—Mar 91
Note—39p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, *Expenditure per Student, *Government Role, *School Taxes, *State School District Relationship, Tax Effort
Identifiers—*California
Although California's real spending per pupil grew 13 percent between 1980-81 and 1990-91, real growth in educational spending here has not kept pace with the rest of the country. The reasons are complex, with many causes rooted in the state tax system design and the resulting school finance structure. This paper describes how and why California's system developed and discusses the options available to policy makers. The current situation can be traced to three watershed events during the past 20 years: (1) the "Serrano v. Priest" legal challenge to California's school finance system; (2) passage of Proposition 13's property tax limitation; and (3) passage of Proposition 98's minimum funding guarantee for education. These events have shifted control of school finance from local districts to the state. The reliance on state funding has placed California's schools in a precarious position, as the current budget deficit is approaching $10 billion. The state legislature treats the 40 percent minimum funding guarantee as both a spending floor and a ceiling, and may even suspend the proposition this year. California has achieved a system that largely equalizes expenditure disparities and has eliminated tax effort differences across districts. The price of this achievement has been increased state control over revenues available to local school districts. Even the education community's efforts to garner a fixed percentage of the state budget for schools has failed to provide a substantial growth in educational funding. (13 references) (MLH)

**ED 332 316**                    **EA 022 913**
*Quitugua, Jacqueline A.*
**Consistency of Principals' Leadership Styles and Teachers' Perceptions in the Commonwealth of the Northern Marianas.**
Pub Date—Jul 90

Note—86p.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Role, Elementary Secondary Education, *Leadership, *Leadership Qualities, *Leadership Styles, *Principals, Self Concept Measures, Self Evaluation (Individuals), Supervisory Methods, Teacher Administrator Relationship
Identifiers—*Northern Mariana Islands
The consistency of principals' self-perceptions of their leadership styles with those of their teachers is determined in this study. Other focuses include differences between elementary and secondary teachers' perceptions of their principals' leadership styles and gender differences in such perceptions. The Leader Effectiveness and Adaptability Description Inventory (LEAD) was administered to 10 principals (6 elementary and 4 high school) and 100 teachers. Data were analyzed by the Chi-square goodness-of-fit test. Findings indicate that no significant difference existed between principals' and teachers' perceptions of leadership styles in both elementary and secondary schools. Primary leadership styles were "selling" and "participating," followed by "telling" and "delegating." Secondary principals scored higher than elementary principals in "participating." The primary leadership styles perceived by both principals and teachers were "participating" followed by "selling," and those of elementary principals included "selling" followed by "participating." Female and male principals perceived their leadership styles differently from their female and male teachers, respectively. Finally, the differences between elementary and secondary principals' styles are viewed as products of the Chamorro culture. Appendices include the LEAD instrument for measuring perceptions of self and others, correspondence, and directions for scoring and analysis. Six tables are included. (44 references) (LMI)

**ED 332 317**                    **EA 022 916**
*Montgomerie, Craig And Others*
**Educational Leadership in Alberta: A Study Conducted on Behalf of the Consortium.**
Alberta Consortium for the Development of Leadership in Education, Edmonton.
Report No.—ISBN-0-88864-765-4
Pub Date—Jan 91
Note—119p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Administrator Education, College Programs, Courses, Educational Opportunities, Elementary Secondary Education, Financial Problems, Foreign Countries, Higher Education, *Inservice Education, *Leadership Training, Management Development, Needs Assessment, Preservice Teacher Education, *Professional Development, Program Effectiveness, Program Evaluation, Questionnaires
Identifiers—*Alberta, Educational Leadership
This document reports on a study on educational leadership training opportunities and needs in Alberta, Canada. After an overview of study objectives and methodology, a detailed review of the literature on leadership is presented, including various leadership and educational leadership definitions and information on preservice preparation and inservice training for educational leaders. The responses from the 110 of the 116 superintendents who received a questionnaire describe existing courses and programs in educational leadership in Alberta and the needs for additional courses and programs. Results of interviews conducted with key individuals in the provision of educational leadership are presented, including information on the current status of educational leadership in Alberta; current and emergent problems; and the adequacy of current preparation programs. Next, the following issues derived from study data are explored: (1) the nature of educational leadership in Alberta; (2) the lack of consensus; (3) the absence of critical leadership components; (4) programs in educational leadership; and (5) financial constraints. A final section provides the beginnings of a discussion on the same issues. Appended are a copy of the materials sent to each superintendent in Alberta, questionnaire results, summaries of identified programs and courses, and the interview questions used. (64 references) (CLA)

**ED 332 318**                    **EA 022 927**
*Ahearn, Eileen M.*

**Real Restructuring through Technology.**
Council for Basic Education, Washington, D.C.
Pub Date—91
Note—17p.
Available from—Publications, Council for Basic Education, 725 15th Street, N.W., Washington, DC 20005 ($2.00).
Journal Cit—Perspectives; v3 n1 Spr 1991
Pub Type— Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Managed Instruction, Computers, *Computer Uses in Education, Elementary Secondary Education, *Futures (of Society), Individualized Instruction, Learner Controlled Instruction, *School Restructuring, Teacher Role, Technological Advancement, *Technology
The premise of this paper is that the most important need in education today is the design of an appropriate role for computers and related technologies to profoundly change teacher roles and the structure of the educational system. The discussion describes how teachers can act as central agents for meaningful educational reform. Based on a new technology-based paradigm in which the teacher's role is management of a multiple learning source system, the teacher becomes an information resource and mentor. Advantages of using computer-based technology for educational restructuring include increased planning time for teachers, creation of an active student learning role, individualized learning that eliminates student placement systems, a focus on outcomes rather than input, and increased opportunities for professional growth. Making the restructured system a reality requires a view of schools in their social context, investment of the business sector, and substantial financial commitment. The first steps mandate the full involvement of teachers, leading to professionalization, and public and private collaborative funding. (LMI)

ED 332 319                    EA 022 944
*Larsen, Greg*
**Taming the Beast: Developing a Master Schedule for Multi-Track Secondary YRE.**
Pub Date—Feb 91
Note—12p.
Pub Type— Guides - Non-Classroom (055) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Organization, Educational Environment, Educational Planning, Grade 8, Grade 9, *Grouping (Instructional Purposes), Junior High Schools, Middle Schools, Multigraded Classes, School Organization, *School Schedules, Semester System, Track System (Education), *Year Round Schools
Identifiers—*Utah
Scheduling concerns such as how to keep instructors teaching in the areas for which they are qualified and how to allow for elective offerings in a student's schedule led North Cache Middle School, a year-round education school serving grades 8 and 9 in Richmond, Utah, to explore a number of solutions. Seven solutions are examined along with difficulties encountered with each: (1) tracking; (2) semester registration; (3) rainbow classes; (4) cross grade scheduling; (5) cross track scheduling; (6) single semester scheduling; and (7) using new technology. A final section reviews staffing concerns. (CLA)

ED 332 320                    EA 022 954
**Colorado's Guaranteed Graduate Process.**
Colorado State Dept. of Education, Denver.
Pub Date—[91]
Note—59p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Standards, Basic Skills, *Competency Based Education, Educational Attainment, Educational Change, Educational Quality, Employment Qualifications, *Graduation Requirements, *High School Graduates, High Schools, Minimum Competencies, Portfolios (Background Materials), Program Descriptions, Publicity, *Student Educational Objectives, Student Evaluation
Identifiers—*Colorado
An overview of the nature, benefits, and steps involved in Colorado's Guaranteed Graduate Program, a process that assures that high school graduates have the knowledge and skills considered essential for entry into employment and postsecondary education, begins this document. A dis-

cussion of the portfolio process follows, along with descriptions of both the Transition Skills Portfolio and the Performance Portfolio. Next, a three-page list of employability skills compiled by the Colorado Department of Education is provided, competencies are defined, academic competencies are listed under six categories, and subject competencies for 21 subject areas are specified. A final section explains methods of publicizing and promoting a Guaranteed Graduate Program. Appended are resources related to performance skills and portfolio skills, a list of reviewers, "Guaranteeing Colorado's Graduates: Tool for Accountability–or Empty Gesture?" (David D'Evelyn), a Career/Educational Growth Plan, and the Pawnee School District RE-12 Student Portfolio. (CLA)

ED 332 321                    EA 022 955
*Mawhinney, Hanne B.*
**Educational Expenditure Patterns in a Region of Ontario: 1980-1988.**
Pub Date—90
Note—55p.; Paper presented at the Annual Meeting of the Canadian Association for Studies in Educational Administration (Victoria, British Columbia, Canada, June 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Boards of Education, Budgets, *Educational Finance, Elementary Education, *Expenditure per Student, *Expenditures, Foreign Countries, *Resource Allocation, *School District Spending, School Statistics, State Aid, State School District Relationship
Identifiers—*Ontario (Ottawa)
*A case-cluster study of trends in elementary level educational expenditures in the Regional Municipality of Ottawa-Carleton during 1980-88 is presented in this report. The following issues are addressed: (1) the amount spent by school boards, with a focus on per pupil expenditures in "real" dollars; (2) what these funds are spent on; and (3) reasons for variations in expenditures by different school boards and over time. Four school boards categorized as urban/suburban and public/separate form the cluster of cases. Findings indicate a declining level of provincial government support for education, and an increase in regional and provincial expenditures per pupil during the years of study. Expenditures for instruction accounted for the majority of these expenditures and were influenced by salaries and teacher/student ratios. Enrollment and the provincial grant plan influenced school board spending. Two trends were identified: a shift from urban to suburban schools and a movement from public to separate schools. Finally, the study confirmed a number of inequities arising as a result of differences in the assessment bases of school boards. Twelve tables and 12 figures are included. (48 references) (LMI)

ED 332 322                    EA 022 957
**Options & Opportunities: School Improvement Processes in Michigan.**
Michigan State Board of Education, Lansing.
Pub Date—90
Note—68p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accrediting Agencies, Educational Finance, *Educational Improvement, Educational Objectives, Elementary Secondary Education, Eligibility, Grants, *Improvement Programs, Opportunities, Participant Characteristics, Professional Development, *Program Descriptions, *Public Schools, Standards, State Programs
Identifiers—*Michigan
This document briefly describes school improvement opportunities in Michigan, including 19 projects, programs, grants, and plans for school improvement in grades K-12; 2 accreditation processes; 2 school improvement opportunities for intermediate school districts; and 3 opportunities for professional development. Each description contains information on some or all of the following: (1) program goal; (2) intended participants; (3) participant or applicant information; (4) training time and cause; (5) location; (6) CEU or college credit; (7) implementation time and cost; and (8) contacts for additional information. (CLA)

ED 332 323                    EA 022 958
**Exploring Policy Options To Restructure Education.**

Education Commission of the States, Denver, Colo.
Pub Date—Mar 91
Note—95p.
Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-9-1; $8.50 plus $1.90 postage and handling).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Agency Cooperation, *Change Strategies, Educational Finance, *Educational Improvement, Elementary Secondary Education, Equal Education, Instructional Improvement, Leadership Responsibility, Needs Assessment, Parent Participation, Participative Decision Making, *Policy Formation, Professional Development, Public Schools, Role Perception, School Community Relationship, *School Restructuring
Identifiers—*Educational Restructuring
Designed to assist state and district policymakers in developing a policy framework to encourage educational restructuring at all levels, this document begins by describing the need for restructuring and by discussing elements of the policymaker's role such as establishing a vision, reviewing existing policies, debating options, making policy adjustments, and monitoring and evaluating policy adjustments. Next, six broad categories of policy are explored: (1) leadership; (2) learning; (3) inclusion of community members and organizations; (4) organization; (5) finance; and (6) renewal. Specific topics discussed include following a shared vision, strategic planning, changed leadership roles and responsibilities, exemplary leadership practice, barriers to improved leadership, the preparation of all students, high expectations and performance outcomes, instructional approaches, parent and community involvement, interagency cooperation, business cooperation, shared decision making, accountability, financing restructuring, funding and results, federal involvement, growth and renewal for individuals and groups, the development of future educators, and the evaluation of progress toward a shared vision. Policy changes needed in each area are summarized. Appended are examples of current restructuring approaches and philosophies; examples of district and state policy and administrative action to support restructuring; and information on financing restructuring, labor relations, and student assessment. (55 references) (CLA)

ED 332 324                    EA 022 959
*Downey, James  McCamus, David R.*
**To Be Our Best: Learning for the Future.**
Corporate-Higher Education Forum, Montreal (Quebec).
Report No.—ISBN-0-920429-09-2
Pub Date—90
Note—27p.; French-language version available from the same source.
Available from—Corporate-Higher Education Forum, 1155 Rene-Levesque Blvd. West, Suite 2501, Montreal, Quebec H3B 2K4, Canada ($10.00 plus shipping and tax).
Pub Type— Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—*Change Strategies, Corporate Support, *Educational Change, *Educational Quality, *Educational Trends, Elementary Secondary Education, Excellence in Education, Foreign Countries, Futures (of Society), *Outcomes of Education, School Business Relationship, *School Restructuring, School Support
Identifiers—*Canada
The Corporate-Higher Education Forum was founded in 1983 to increase cooperation between Canadian businesses and universities. Chapter 1 of this advisory bulletin describes the forum's main interest over the past 2 years as a theme following education from the early years to lifelong learning. Chapter 2, "The Character and Quality of Canadian Education: Some Contemporary Issues," outlines the purposes and recent trends of education; places education in political, social, and economic contexts; gives educational outcomes in terms of academics, skills and work habits, values, dropout rates, and public opinion; and defines current issues facing learning. "Designing Canada's Future: Learning for the 21st Century" is chapter 3, discussing patterns, accomplishments, and challenges of education today, responses and trends for tomorrow, and how to design an effective learning system for the 21st century. The forum provides recommendations including increased public awareness efforts, instructions for taking action, and suggestions for action in chapter 4. Appendix A contains a list of selected read-

ings on the past, present, and future of Canadian education and how to plan action for educational support. The forum's mission and membership are given in Appendix B. (EJS)

**ED 332 325**        EA 022 961
*Thomas, Robert*
**An Analysis of Site-Based Budgets of a Large Urban School District.**
Pub Date—91
Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/- Meeting Papers (150)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Budgets, Capital Outlay (for Fixed Assets), Decentralization, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Organizational Theories, *Resource Allocation, Salaries, *School Based Management, School Districts, *Urban Schools
The school-based management program (SBM) of a large-city school district in a midwestern state is reviewed in this study to determine the equity of SBM budgets. Methodology involved analysis of 127 individual site-based school budgets within the district. Comparisons were made among schools on the bases of financial variables–total site-based budget, salaries and wages, fringe benefits, purchased services, capital outlay–and situational variables, such as school type. A discussion of school-based management examines organizational structures, personnel, and functions; the bureaucratic, mechanistic, and organic metaphors; and cultural components. Findings indicate that differences among variables were limited to school type and type within the region. Overall, site-based budgets were equitably distributed between regions. Differences were based on the degree of program specialization or other organizational distinctions. High school budgets were more differentiated than those of elementary schools, reflecting a greater degree of specialization of school staff. Differences in the degree of specialization were manifested as differences in salaries and wages, fringe benefits, purchased services, and capital outlay. Magnet schools were more specialized than high schools. A recommendation is made to shift some of the differentiated and specialized programs to the lower grades to provide more equitable distribution of financial resources. Sixteen tables are included. The appendix lists SBM policies. (28 references) (LMI)

**ED 332 326**        EA 022 963
*Stearns, Marian S. And Others*
**Teacher-Centered Model of Technology Integration: End of Year 3. Cupertino-Fremont Model Technology Schools Project Research Findings.**
SRI International, Menlo Park, Calif.
Pub Date—Jan 91
Note—41p.
Pub Type— Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Change Strategies, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer System Design, *Computer Uses in Education, Debugging (Computers), Educational Improvement, Elementary Secondary Education, School Restructuring, Systems Development
Identifiers—Cupertino Union School District CA, Fremont Union High School District CA
The Cupertino-Fremont Model Technology Schools (MTS) Project was designed to provide teachers with working knowledge and access to technology while achieving an ultimate goal of integrating technology into instruction to develop students' higher order thinking. By the end of the project's third year, 15 months of research had been completed to determine if the MTS model was appropriate for the other sites and to know what to expect in developing other site implementations. Section 1 attributes differences in the three school's implementation processes to different grade spans (K-6, 7-8, and 9-12), faculty characteristics, administrative leadership, and evolution of project staff roles. Demographic facts for each school are provided. Acquisition, use, leveraging, and pooling of resources as well as project staff roles and professional development activities are discussed in section 2. Section 3 reports findings from questionnaires answered by 105 of the participating teachers to find out how frequently they used technology, which types they used, and how teaching and student attitudes were changed. Three tables

illustrate survey results. Section 4 describes student, teacher, and school role changes and changes in district organization. Five sidebars supply additional project insights. (EJS)

**ED 332 327**        EA 022 975
*May, Carolyn S.*
**Integrated Learning Systems: A School-Based Evaluation.**
Pub Date—Apr 91
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Small print in the tables may not reproduce adequately in paper copy.
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Computer Assisted Instruction, *Computer Software Evaluation, Computer Software Reviews, Computer Software Selection, *Courseware, Educational Media, Elementary Education, Elementary School Curriculum, Individualized Instruction, Programed Instructional Materials
Identifiers—*Integrated Learning Systems, *Wichita Public Schools KS
Integrated Learning Systems (ILS) can be used as instructional tools and to produce reports on student progress. Three different systems from Curriculum Computer Corporation (CCC), Ideal Learning, Inc., and Jostens Learning Corporation were piloted in three elementary school to evaluate ILS usefulness in reading/language arts and math. The pilot evaluation was to answer questions about ILS results in other school districts, implementation problems, day-to-day operations, instructional program and district goal correlations, staff and parent ratings, academic achievement improvements, and Chapter 1 instruction. Qualitative measures (classroom observations, implementation difficulties, and curriculum review) and quantitative measures (parent, principal, and staff surveys, pre-pre/post-skill test scores, and costs analysis) were used for evaluation. Test scores did not show major differences in achievement; however, teachers, parents, and principals stated that ILS had positive effects on children's learning. The Ideal program had the most weaknesses such as implementation and curriculum problems; CCC was more expensive but made more academic gains than Jostens. recommendations include continuing CCC and Jostens programs for another year and discontinuing the Ideal system. Standard deviations of test score comparisons and copies of surveys sent to parents and school staff are given. (8 references) (EJS)

**ED 332 328**        EA 022 977
*Robison, Beverly Ann*
**Is It Financially Feasible for Texas Public Schools To Implement the Prekindergarten Three-Year-Old Program?**
Pub Date—Apr 91
Note—12p.
Pub Type— Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Budgets, *Cost Effectiveness, Disadvantaged Youth, *Early Childhood Education, Early Intervention, *Educational Finance, Elementary Secondary Education, Expenditure per Student, *Preschool Education, *Public Schools, *Resource Allocation, State Action
Identifiers—*Texas
The Texas legislature passed Senate Bill 1 in 1990, which gave all school districts the option to offer prekindergarten programs for 3-year-old disadvantaged children. The financial feasibility of implementing such programs in the Texas public schools is analyzed in this report. A brief review of the economic impact of program implementation concludes that the addition of new prekindergarten programs during a time of severe revenue shortfall and an uncertain rise in revenue costs for an equitable school funding plan constitutes an unsound financial decision. The recommendation is made to improve the current program for 4-year-olds, which will have the following benefits: raise the enrollment of eligible 4-year-olds; reduce the pupil-teacher ratio; and decrease the dropout rate. Other alternatives include private day care and nursery schools, expanded Head Start programs, and private industry. (12 references) (LMI)

**ED 332 329**        EA 022 978
*Stevenson, Zollie, Jr.*
**Evaluation of Project LEAD Programs in the**

**District of Columbia Public Schools.**
District of Columbia Public Schools, Washington, D.C.
Pub Date—Oct 90
Note—39p.
Pub Type - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Administrator Attitudes, *Administrators, *Educational Administration, Elementary Secondary Education, Internship Programs, *Management Development, Program Effectiveness, *Program Evaluation
Identifiers—*District of Columbia Public Schools, Leadership in Educational Administration Dev
The Project Leadership in Educational Administration Development (LEAD) consists of the emerging leaders program, administrative internships, seminars for effective school leadership, and peer-assisted learning programs. Project LEAD's essence is rooted in the need to understand school environment functions and operations, local impacts of national/global issues, and the District of Columbia's public school system. To assess the program's impact on emerging leaders and administrative interns during the 1988-90 school years, three survey instruments were mailed to 56 participants (33 respondents) and one survey was sent to 15 mentor principals (14 respondents). Research questions asked about participant experiences, numbers of participants, program strengths and weaknesses, effects on participant employment, mentor principal experiences, and how to improve the programs. Findings indicate that Project LEAD is carrying out its professional development and preparation function, but it is too early to determine if the training pays off. Recommendations include continuing the selection of quality faculty facilitators and developing a procedures manual to guide training activities. Appendix A outlines the study's evaluation design elements and timeline. Copies of surveys are given in Appendix B. (EJS)

**ED 332 330**        EA 022 979
*Hickrod, G. Alan And Others*
**The Long March to Educational Inequality in Illinois. Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.**
Illinois State Univ., Normal. Center for the Study of Educational Finance.
Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
Pub Date—Mar 91
Note—45p.
Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Economic Impact, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, *Equalization Aid, Expenditure per Student, *Finance Reform, Fiscal Capacity, Resource Allocation, School District Spending
Identifiers—*Illinois
The equity of public school funding in Illinois is investigated in this report. A longitudinal, cartographic methodology examines the county as the unit of analysis for the school years 1972-73 through 1990-91. Findings indicate that Illinois school districts are currently more unequal than when the state equalization aid formula state was adopted in 1970. A dramatic reduction in inequalities 3 to 4 years after implementation show that the equity situation improves as the proportion of state dollars increases and the proportion of local district support decreases. Also, more districts' expenditures are dependent on district wealth. Causes contributing to financial disparities include: (1) the unequal economic development of various regions within the state; (2) the grant-in-aid system in effect until 1980; and (3) a reduction in state aid. Recommendations call for examining longitudinal records other than expenditures per student and balancing resources among districts. Appendix A contains seven tables, Appendix B includes seven cartographic figures, and Appendix C details the computation of the Gini coefficient. (18 references) (LMI)

**ED 332 331**        EA 022 984
**WVEA-AEL Site-Based Decisionmaking Casebook: A Joint Study.**
Appalachia Educational Lab., Charleston, W. Va.; West Virginia Education Association, Charleston.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 91
Contract—RP-91002002
Note—56p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Decentralization, *Decision Making, Elementary Secondary Education, *Organizational Development, *Participative Decision Making, Power Structure, *School Based Management, School Organization, School Policy, Teacher Administrator Relationship, Teacher Participation, Teamwork
Identifiers—*West Virginia
    Site-based decisionmaking is the concept of collaboration between school faculty and administration in planning, problem solving, and decision making in school policies and practices. One reason to implement this type of management is that school reform requires the involvement of all stakeholders in the educational process to be effective. During 1988-90, the West Virginia Legislature passed bills that mandated site-based decisionmaking. A group of three teachers and an intermediate service agency educator was organized to conduct a study to identify model site-based decisionmaking programs. Out of 55 programs, 8 were selected. The development, goals, organizational structures, training resources, accomplishments/obstacles, future, demographics, and contact information for each program are given. Recommendations to educators as they begin restructuring include involving all persons affected by decisions in the decision-making process and valuing the opinions of others. Additional study organization materials are given in five appendices. An assessment form is provided for the reader to evaluate the study. (189 references) (EJS)

ED 332 332                      EA 022 987
Veir, Carole
The Texas Teacher Appraisal System and Mastery Teaching: A Comparative Analysis.
Pub Date—Apr 91
Note—14p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Ladders, Classroom Techniques, Elementary Secondary Education, *Evaluation Criteria, Evaluation Research, *Instructional Effectiveness, Teacher Behavior, *Teacher Effectiveness, *Teacher Evaluation, Teaching Models
Identifiers—*Mastery Teaching (Hunter), *Texas Teacher Appraisal System
    The Texas Teacher Appraisal System (TTAS), which evaluates teachers for career ladder placement, is compared with Hunter's model of effective teaching behaviors in this report. Teaching behaviors set forth in each model include encouraging student participation, providing feedback, efficiently managing instructional time, effectively organizing learning material, relating students' experiences to lesson content, and respecting students. The primary difference is that the TTAS focuses on teachers' professional growth and responsibilities, while the Hunter model presents no equivalent. A conclusion is that both are excellent models of teaching effectiveness and are applicable to various grade levels. A TTAS field practice form is contained in the appendix. (2 references) (LMI)

ED 332 333                      EA 022 988
Veir, Carole
A Comparison of Teacher Appraisal Systems: The Developmental Teacher Evaluation Kit and the Texas Teacher Appraisal System.
Pub Date—May 91
Note—24p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Criteria, Evaluation Research, Faculty Development, *Faculty Evaluation, Instructional Effectiveness, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teacher Supervision, Teaching Models
Identifiers—*Developmental Teacher Evaluation Kit, *Texas Teacher Appraisal System
    The Developmental Teacher Evaluation Kit (DeTek) and the Texas Teacher Appraisal System (TTAS) are compared in this report. The DeTek model is based on objective analysis, diagnostic procedures to guide inservice planning and professional growth, an ongoing cycle of evaluation and development, and provision of diagnostic instruments. It is limited by the lack of a summative component; a brief, isolated observation time; limited use; and the

large investment of time and personnel required. The TTAS, used to determine career ladder placement and contract renewal, is fixed and summative. The DeTek model is based on formative and flexible evaluation, a collaborative effort, and professional growth through humanistic rather than punitive means. The recommendation is made for using a combination of DeTek and TTAS for formative and summative evaluation. One figure is included. Appendices present the DeTek criteria list, the DeTek 10-step process, and a figure of the 10-step sequence. (8 references) (LMI)

ED 332 334                      EA 022 989
Goldman, Paul  And Others
Administrative Facilitation and Site-Based School Reform Projects.
Pub Date—Apr 91
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Organization, Administrator Role, Elementary Secondary Education, Leadership Qualities, *Organizational Effectiveness, *Participative Decision Making, Power Structure, Principals, *School Based Management, *School Restructuring, Teacher Administrator Relationship, Teacher Influence, *Teacher Participation
Identifiers—*Oregon
    Preliminary findings of a study that matched the theoretical concept of facilitative power with the activities of principals and teachers involved in site-based management are presented in this paper. Purposes of the study included: (1) the development of more precise definitions of the concepts of restructuring and site-based management; (2) a description of the actual restructuring processes within schools; (3) and an exploration of changes in the uses of power and how that use of power affects the attitudes and behaviors of teachers and administrators. Methodology involved document analysis of 51 grant proposals submitted by Oregon schools for inclusion in the state's "2020 School Improvement and Professional Development" program for the 1990-91 school year. Interviews were conducted with the principals and at least one site team teacher of 16 of the schools. Findings indicate that lack of a clear definition of "restructuring" did not prevent action. Successful change is possible in situations characterized by a ready staff, supportive principal, shared vision, and minimum of bureaucratic interference. A major factor for success is that reform is real to the people implementing it. Finally, the concept of facilitative power is useful for describing change strategies based on voluntary independent activities. A copy of the questionnaire is included in the appendix. (42 references) (LMI)

ED 332 335                      EA 022 991
Mora, Carlos  Kearney, C. Philip
Curriculum Composition: The Reform Movement and Student Outcomes.
Pub Date—Apr 91
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Course Content, *Curriculum Design, *Curriculum Evaluation, *Curriculum Research, Elementary Secondary Education, Enrollment, *Excellence in Education, Instructional Development, Instructional Effectiveness, *Outcomes of Education, *School Restructuring, Student Participation
Identifiers—*Michigan
    Lack of variety in course offerings variety has been identified as one of the most detrimental aspects of today's school curriculum. The latest school reform movement's immediate goal is to increase enrollment in four core areas: math, science, computers, and foreign language. The movement's ultimate goal is to increase student achievement. To observe school characteristics before and after the reform movement's spark by the release of "A Nation at Risk," information from 59 schools' accreditation reports for 1979-80, 1984-85, and 1987-88 was analyzed to determine if the composition of curriculums has changed in the direction of the current reform movement and if those changes have had an effect on student outcomes. There has been

a steady and significant increase in the offerings and enrollment in the four core areas. However, increases in math and language course participation were not accompanied by improved test scores. The relationship between test scores and the number of courses taken in a given discipline is not direct and may be counterintuitive. Data are illustrated in tables and graphs. (12 references) (EJS)

ED 332 336                      EA 022 992
Coney, Freeman, III
Promoting School Improvement Practices: Developing Quality Effective School Assessment Indicators.
Pub Date—91
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Effective Schools Research, Elementary Secondary Education, Evaluation Methods, *Measurement Techniques, Pretesting, *Questionnaires, Research Methodology, *School Effectiveness, *Test Reliability, *Test Validity
    The development of a project to assess the effectiveness of schools in a large urban school district is described in this paper, with a focus on improving the validity of school effectiveness instruments. Purposes of the project were to develop a methodology for reporting effective school strategies and to generate a broader profile of schools' strengths and weaknesses. The steps taken to develop the instrument included: (1) the formation of a steering committee, which conducted a literature review and identified 11 characteristics of effective schools; (2) the development of surveys based on those characteristics; (3) a pilot test and revision of parent, teacher, and student instruments; and (4) a more extensive study, which analyzed 1,474 teacher, 5,889 parent, and 8,397 student instruments. A Spanish version was also pilot tested. An outcome was that 60 schools chose to use the instruments as a primary data source for strategic planning. Two tables present the results of the questionnaire data analysis. (LMI)

ED 332 337                      EA 022 993
Peca, Kathy
The Effects of Applying Alternative Research Methods to Educational Administration Theory and Practice.
Pub Date—91
Note—44p.; Tables may not reproduce adequately in paper copy.
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Critical Theory, Educational Administration, Elementary Secondary Education, *Organizational Theories, *Phenomenology, Research Methodology, *Social Science Research, *Theory Practice Relationship
Identifiers—Empiricism, *Ethnomethodology, *Positivism
    Ways in which the application of positivistic, phenomenological, ethnomethodological, and critical theories affect educational administration theory and practice are explored in this paper. A review of literature concludes that positivism separates practice from abstract theory; phenomenology offers a different view of reality; ethnomethodology is based on the consensus of school community members and recognition of contextual influences on action; and critical theory can generate a dynamic self-reflection process. Positivism views the school administrator as an agent of the social order; phenomenology, as a negotiator; ethnomethodology, as a collaborative leader; and critical theory, as a facilitator for the fulfillment of others' human potential. A conclusion is that there are limitations to each paradigm, yet each offers a new richness of interpretation for educational administration research, theory, and practice. Two tables outline the theoretical premises and implications for practice of each perspective. (53 references) (LMI)

ED 332 338                      EA 022 995
Derengowski, Donald  And Others
Development and Implementation of a Long-Range Plan.
Middleton-Cross Plains Area School District, WI.
Pub Date—24 Jan 91
Note—31p.; Supplement to a paper presented at the

Annual Joint Meeting of the Wisconsin Association of School Boards, Wisconsin Association of School District Administrators, and the Wisconsin Association of School Business Officials (Mecca, WI, January 1991).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Planning, Elementary Secondary Education, Futures (of Society), *Long Range Planning, Organizational Development, Organizational Objectives
Identifiers—*Middleton Cross Plains Area School District WI
The information contained in this paper was taken from documents used for the development and implementation of the Middleton-Cross Plains Area School District's Long Range Plans and can be used in other districts' goal planning and implementation processes. The first three items, Philosophy of Education, Mission Statement, and General Goals, provide the basis upon which all district activities originate. An idea of the preliminary thinking that precedes the development of a Long Range Planning Report is exemplified by the Long Range Planning Statement. Ten district priorities which are the heart of the long range plan as well as the essence of the school community's beliefs, aspirations, and priorities, are detailed in this paper. Goal setting and implementation information is provided with examples of district and building goals that have been developed and implemented over the past 5-year period. Examples of building goals are provided in appendix A, and ideas for goals obtained during a brainstorming session with 53 citizens, staff, administrators, and board membes are listed in appendix B. (EJS)

**ED 332 339** EA 022 996
*Bolman, Lee G. And Others*
Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1.
Harvard Univ., Cambridge, Mass. Graduate School of Education.; National Center for Educational Leadership, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—R117C80005
Note—47p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Change, Administrative Principles, Administrator Effectiveness, Administrator Role, Change Strategies, Educational Change, Educational Improvement, Educational Research, Elementary Secondary Education, Higher Education, *Instructional Leadership, *Leadership Qualities, *Public Schools, *Research Needs, School Administration, Theory Practice Relationship
This document presents a basic model of the relationship between leadership, situation, and outcomes. Following a discussion of questions on the nature, origin, and future significance of good school leadership, the conceptual, empirical, and practical tasks of a systematic approach to school leadership are explored. Multiple constituents, school structure, and the technology of instruction are described as three features of public schools that must be recognized in designing a research strategy. The influence of changing social problems, public problems, demographics, fiscal constraints, student populations, and expectations on school leadership is discussed. Next, conceptions of leadership are explored in terms of: (1) the significance of school contextual variables; (2) the relational nature of leadership; and (3) the difference between leadership and position. Last, our current understanding of educational leadership is summarized through a review of related literature, and needs related to promoting good school leadership are discussed. (113 references) (CLA)

**ED 332 340** EA 022 997
*Murphy, Joseph*
Preparing School Administrators for the Twenty-First Century: The Reform Agenda. NCEL Occasional Paper No. 2.

Harvard Univ., Cambridge, Mass. Graduate School of Education.; National Center for Educational Leadership, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—R117C80005
Note—52p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrative Change, *Administrator Education, Administrator Qualifications, Administrator Responsibility, Administrator Role, *Administrators, Administrator Selection, Educational Needs, Educational Trends, Elementary Secondary Education, Futures (of Society), Higher Education, Instructional Leadership, *Leadership Training, Literature Reviews, Professional Development, *School Administration, Standards
Focusing on the call for changes in school administration, this document reviews the nature of the educational reform movement in the 1980s before describing four trends that have fueled reform proposals. Trends described include general conditions such as the larger reform debate and the new conceptions of the appropriate organizational structure for schools as well as conditions specific to school administrators such as lessons learned from successful schools and dissatisfaction with the status quo. With reference to existing reform reports, this document explores the need for reform in the leadership, professionalism, and standards of educational administration by discussing the following areas of concern: (1) the direction of reform efforts; (2) the need for instructional focus; (3) the establishment of a professional knowledge base; (4) the need for a professional model of delivery; (5) administrator recruitment; (6) preparation program content; (7) preparation program structure; (8) monitoring progress; (9) certification standards; (10) employment standards; and (11) standards of professional development for practicing school administrators. Last, the necessity of bringing administrative programs and educational leaders' views in line with a child-centered educational agenda is discussed. Appended is a list of the 32 reform reports and studies analyzed. (108 references) (CLA)

**ED 332 341** EA 022 998
*Hallinger, Philip And Others*
What Makes a Difference? School Context, Principal Leadership, and Student Achievement. NCEL Occasional Paper No. 3.
National Center for Educational Leadership, Nashville, TN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 90
Contract—R117C80005
Note—42p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Administrator Effectiveness, Causal Models, Data Collection, Educational Administration, Educational Environment, Elementary Education, Instructional Improvement, *Instructional Leadership, *Organizational Climate, Performance Factors, *Principals
Identifiers—*Tennessee
Focusing primarily on the role of educational leaders, this document analyzes what makes a difference in school learning. After a brief review of literature on the relationship between administrative leadership and student learning, aspects of the Far West Laboratory Instructional Leadership Model (the FWL model) used in the current analyses are described: (1) antecedents of leadership such as community contexts, instructional contexts, personal beliefs and experiences, gender, and personal characteristics; (2) principal leadership; and (3) consequences of principal leadership, such as instructional climate and instructional organization, that affect student outcomes. Next, this document reports on a secondary analysis of data collected from 98 elementary schools as part of the Tennessee

School Improvement Incentives Program. Participant recruitment, data collection, and the variables studied, such as mission, instructional leadership, opportunity to learn, teacher expectations, and parental involvement, are explored. Study results are described in relation to each aspect of the FWL model. Last, implications of the FWL model for further study and for new conceptualizations of principal leadership are suggested. (55 references) (CLA)

**ED 332 342** EA 022 999
*Boles, Katherine C.*
School Restructuring: A Case Study in Teacher Empowerment. NCEL Occasional Paper No. 4.
National Center for Educational Leadership, Nashville, TN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 90
Contract—R117C80005
Note—63p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Change Strategies, College School Cooperation, *Collegiality, Educational Cooperation, Elementary Education, Noninstructional Responsibility, Private Schools, Remedial Instruction, Rotation Plans, *School Restructuring, *Teacher Attitudes, Teacher Morale, Teacher Response, *Teacher Role, Team Teaching
Identifiers—*Teacher Empowerment
The Teaching Project at the Edward Devotion School (Massachusetts) is made up of four components: team teaching; school/university collaboration; inclass remediation; and alternative roles for teachers. Four third- and fourth-grade teachers' experiences during the first year of program implementation are examined to highlight potential complexities faced in altering teachers' job responsibilities. Data were collected through interviews and observations, framing the study in a theme of teachers' reactions to shared work. The experience of working together in a restructured environment emerged as the most worthwhile aspect of the project, while problems included restraints on creativity and loss of autonomy. (36 references) (EJS)

**ED 332 343** EA 023 000
*Murphy, Joseph*
Educational Reform in the 1980s: Explaining Some Surprising Success. NCEL Occasional Paper No. 5.
National Center for Educational Leadership, Nashville, TN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 90
Contract—R117C80005
Note—33p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Gains, *Educational Change, Elementary Secondary Education, Evaluation, *Excellence in Education, Failure, Organizational Effectiveness, *Performance Factors, Program Effectiveness, *School Restructuring, *Success
Many of the first-wave reform initiatives of the 1980s have been successfully implemented on a widespread basis and are having an important influence on the schooling process. The reform movement was expected to fail because of strong financial, political, and organizational arguments. Reform initiatives were said to be insufficiently funded, lacking a comprehensive approach, employing inappropriate policy mechanisms and tools, and giving responses that were too indirect to be effective. Professional intransigence, deep-rooted norms in organizational culture, and the institutional, bureaucratic nature of loosely linked systems in schools also contributed to the movement's expected failure. Speculations on reasons for the reform movement's success are: (1) efforts built improvements on existing organizational structures; (2) changes rendered schools more receptive to reform than in the past; (3) arguments on organiza-

tional propositions were incongruent with the current school systems; and (4) shifts in values had redefined the context in which reform was enacted. (66 references) (EJS)

**ED 332 344**                          **EA 023 001**
*Hallinger, Philip   Wimpelberg, Robert*
**New Settings and Changing Norms for Principal Development. NCEL Occasional Paper No. 6.**
National Center for Educational Leadership, Nashville, TN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 91
Contract—R117C80005
Note—38p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Trends, Elementary Secondary Education, Futures (of Society), *Leadership Training, *Management Development, Organizational Theories, *Principals, *Professional Development, *Trend Analysis
Analysts have recently identified features such as program content that distinguish emerging administrator training programs from traditional ones. To examine variations in current approaches to school administrator training, three questions are addressed: (1) What are the variations in program content and organizational processes among emerging administrator development programs? (2) What can be learned from naturally occurring variations? (3) What are the most likely and promising directions for leadership training programs in the next decade? The implications for programmatic variations in school leader development that occur in organizational context, program governance, development goals, participation mode, and curriculum content are discussed. The most critical factor in determining the future direction of administrator development will be the general reform impulse and longevity of the state government's centralizing, interventionist role in the work of schools. (36 references) (EJS)

**ED 332 345**                          **EA 023 002**
*Bolman, Lee G.   Deal, Terrence E.*
**Images of Leadership. NCEL Occasional Paper No. 7.**
National Center for Educational Leadership, Nashville, TN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 91
Contract—R117C80005
Note—26p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Administrator Characteristics, Administrator Effectiveness, *Cognitive Style, Elementary Secondary Education, Higher Education, Interpretive Skills, Leaders, *Leadership Styles, *Orientation, Predictive Validity, *School Administration, Sex Differences
Identifiers—Educational Leadership
This document examines the orientations or "frames" that leaders use to guide their understanding of their work. Four distinct frames that characterize ways leaders think about and respond to everyday issues and problems are examined: (1) the structural frame; (2) the human resource frame; (3) the political frame; and (4) the symbolic frame. Leaders provided narratives about their experience and, using survey instruments, rated themselves and their colleagues on two dimensions of leadership for each of the four frames. Their responses suggest which frames leaders use; how well frames capture the administrators' thinking; how well the frames predict administrator effectiveness; and how gender relates to leadership orientation. Results show that the variables which predict effectiveness as a manager are different from those that predict effectiveness as a leader, and that leadership effectiveness is particularly associated with high scores on the symbolic dimensions, but is largely unrelated to the structural frame. Seven tables are included. (5 references) (CLA)

**ED 332 346**                          **EA 023 003**
*Weiss, Carol H.   And Others*
**Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper No. 8.**
National Center for Educational Leadership, Nashville, TN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 91
Contract—R117C80005
Note—31p.
Available from—Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, High Schools, Interprofessional Relationship, Management Teams, Organizational Climate, Organizational Development, *Participant Satisfaction, *Participative Decision Making, Power Structure, Public Schools, Resistance to Change, *Role Perception, *School Based Management, Teacher Administrator Relationship, Teacher Education, *Teacher Participation, Teacher Qualifications, Teacher Role
Drawing on interviews with 180 staff members from 45 public high schools in 15 states, this document examines the advantages and disadvantages of teacher participation in shared decision making. The settings of six high schools that had structured mechanisms for teacher participation in school decisions are described, and problems that emerged during shared decision making processes are presented: (1) conflicts between who participates and who does not; (2) conflicts among participants; and (3) internal conflicts-new and old ideas within the same individual. The problems caused by confusion regarding the locus of final decision authority are reviewed, and the need for teacher training in the content of issues faced by decision making bodies, in the processes of decision making, and in negotiation skills is explained. Next, the development of a school culture that supports participation and provides a sense of mutual respect and trust is discussed, and one school's collective management procedure is cited as an example. A final section discusses the potential of shared decision making given clear definition of staff members' roles and the organization's overall purpose. (20 references) (CLA)

**ED 332 347**                          **EA 023 004**
*Elmore, Richard F.*
**Community School District 4, New York City: A Case of Choice. CPRE Report Series TC-002.**
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—G008690011
Note—34p.; For related studies, see EA 023 005-007.
Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ ($7.00 prepaid). Also available as part of a 4-title "School Choice Package" (Order No. PK-001, $21.00 prepaid).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, Administrative Organization, *Decentralization, *Economically Disadvantaged, Elementary Secondary Education, Instructional Improvement, *Nontraditional Education, *Poverty Areas, *School Choice, Urban Schools
Identifiers—*New York City Board of Education
Spanish Harlem's Community District 4, known as one of New York City's most disadvantaged school districts, has developed a system of alternative educational programs, coupled with controlled parental choice. Having begun in 1974 with the creation of a single alternative elementary school, the system now serves about one-fifth of all elementary students and all junior high school students, who attend programs chosen from a selection of alternatives. The development of the District 4 system has challenged many conventional assumptions about school organization and management, including correspondence between buildings and schools and traditional boundaries between administrative and teaching roles. Although the system's effects on stu-

dent achievement are unclear, there is substantial evidence that students are receiving considerable individual attention and that alternative programs are highly focused on academic learning for disadvantaged children. However, relations between District 4 and the larger administrative structure of the New York City Public Schools remain uncertain. Also, a substantial portion (80 percent) of elementary students lack access to alternative programs that are the focus of the district's instructional improvement. The creation of new programs is driven by teacher initiative and standards of quality, not by the objective of serving all students. (31 endnotes) (Author/MLH)

**ED 332 348**                          **EA 023 005**
*Archibald, Doug A.*
**The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.**
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—G008690011
Note—42p.; For related studies, see EA 023 004-007.
Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ ($7.00 prepaid). Also available as part of a 4-title "School Choice Package" (Order No. PK-001, $21.00 prepaid).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *College Credits, *Educational Change, *Educational Policy, High Schools, Outcomes of Education, *Political Influences, Postsecondary Education, Resistance to Change, *School Choice, School District Autonomy, *State Action
Identifiers—*Minnesota
Interest in school choice has reached an unprecedented level in the United States. This paper discusses the origins, political context, and controversy surrounding the 1985 Minnesota Postsecondary Enrollment Options Act (PEO), the first state-level school choice initiative and a major catalyst for other states and districts. The first section describes political and historical conditions in Minnesota that hindered widely espoused educational reforms in the mid-1980s, but that contributed to PEO. The climate of fiscal conservatism in Minnesota's legislature, the lack of perceived serious educational problems, and strong local control sentiments were inimical to big top-down reform programs. At the same time, legislators felt politically pressured to support educational reform. A window of opportunity was created for a previously unsuccessful coterie of school choice advocates. The second section focuses on policy and political outcomes of the PEO law. Student participation and performance data and competitive incentives created by PEO indicate that PEO is achieving its goals. Politically, PEO created turbulence and was opposed by Minnesota education groups. An analysis of the PEO debate's language and tactics suggests that much controversy and opposition stemmed from a struggle over authority and a defense of professional educators' control that is incompatible with school choice goals. (27 references) (Author/MLH)

**ED 332 349**                          **EA 023 006**
*Elmore, Richard F.*
**Educational Choice in Washington State: A Case of Choice. CPRE Report Series TC-003.**
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—G008690011
Note—30p.; For related studies, see EA 023 004-007.
Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ ($7.00 prepaid). Also available as part of a 4-title "School Choice Package" (Order No. PK-001, $21.00 prepaid).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, *Dropout Programs, High Schools, Lobbying, *Nontraditional Education, Politics of Education, *Private School Aid, *Remedial Instruction, *School Choice, *State Legislation

Identifiers—Educational Clinics, *Washington

Educational clinics, as defined by Washington State law, are private organizations that teach basic academic skills and provide employment orientation in an individualized way to high school dropouts aged 13 to 19. The Educational Clinics Program was authorized by the state legislature in 1977, after extensive lobbying by members of a private firm specializing in academic remediation. The legislation was opposed by established educational interests, including the state superintendent of instruction. The law authorized state financial support for remediation for youth aged 16 through 19 who had either dropped out of school or were academically at risk and were referred by their schools. The law also provided that only state-certified teachers could staff the clinics, that enrollment in clinics should be limited to a fixed time period, and that payments to clinics should be based on performance. Over time, under heavy state monitoring, the clinics program has demonstrated significant results in both performance and cost. After initial opposition, clinics were incorporated into the state education agency's organization and budget and into local school systems' options for dropouts. (29 endnotes) (Author/MLH)

---

**ED 332 350**　　　　　　　**EA 023 007**
*Elmore, Richard F.*
**Working Models of Choice in Public Education.**
**CPRE Report Series RR-018.**
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—G008690011
Note—30p.; For related studies, see EA 023 004-006.
Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ ($7.00 prepaid). Also available as part of a 4-title "School Choice Package" (Order No. PK-001, $21.00 prepaid).
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Change, *Educational Policy, Elementary Secondary Education, *Equal Education, Models, Parent Participation, Political Influences, Program Implementation, *Public Policy, *Public Schools, *School Choice, *Supply and Demand
Identifiers—Minnesota, New York City Board of Education, Washington

Controlled educational choice, defined as parental or student choice of educational programs within the public school system that is regulated for public purposes, has become a leading proposal for educational reform. This paper reviews evidence from three working models of choice: the Minnesota Postsecondary Enrollment Options program (PEO), the Washington State Educational Clinics program, and the Community District 4 Alternative School Choice program in New York City. Each program was characterized by early opposition, followed by relatively smooth implementation. All three programs show evidence of positive effects, though none has demonstrated the extent to which choice enhances student or school performance. In none of the models is choice available to, or exercised by, all the system's intended clients. Introducing controlled choice does not necessarily result in a deregulated system stressing parent and school association around common purposes. In fact, all three choice models are heavily regulated on either the demand side, supply side, or both; this regulation is largely responsible for their effects. The programs demonstrate a wide variety of design issues that interested policy makers must confront, including the degree of regulation on supply and demand, the possible negative effects of choice systems benefiting active or inactive choosers, and the limited effect of choice systems on the broader systems in which they operate. (9 references) (Author/MLH)

---

**ED 332 351**　　　　　　　**EA 023 008**
*Jones, Thomas H.*
**Is There a Conservative Ideology of Education?**
Pub Date—Apr 91
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) — Information Analyses

(070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Conservatism, *Educational Principles, Elementary Secondary Education, Government School Relationship, *Ideology, Liberalism, Political Attitudes, Political Influences, Politics of Education, *Social Theories, *Traditionalism

This paper discusses: (1) the link between the conservative education policies of Ronald Reagan and Margaret Thatcher and conservative educational thinking; (2) political, economic, and sociological conservative theories; and (3) characteristics of conservative thinking in education. The extent to which conservatives hold congruent or distinctive views about education is explored to determine whether or not a conservative ideology of education exists in the United States. The first section of the paper reviews the works of American theorists who advocate traditional educational content and modes of learning from different perspectives. A conclusion is that all agree that the primary task of education is the intergenerational transmission of knowledge. The next part compares the left- and right-wing perspectives, respectively, of Antonio Gramsci and Giovanni Gentile, two Italian theorists of the 1920s and 1930s. A discussion of the academic problems of the slower learner from the conservative viewpoint follows. Regarding the politics of Reagan and Thatcher it is suggested that there is a poor fit between the tenets of conservative political programs and those held by conservative theorists. The paper concludes that there are no fixed tenets of educational conservatism and that conservative thinking in education cannot be understood through a political program, but only through a convergence of ideas. (31 references) (LMI)

---

**ED 332 352**　　　　　　　**EA 023 009**
*Hanson, Marjorie*
**Alteration of Influence Relations in School-Based Management Innovations.**
Pub Date—Apr 91
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/- Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decentralization, Educational Innovation, Elementary Secondary Education, *Institutional Autonomy, *Interprofessional Relationship, Peer Evaluation, *Personal Autonomy, Policy Formation, Power Structure, *Professional Autonomy, Program Evaluation, *School Based Management, School Restructuring, *Teacher Administrator Relationship
Identifiers—*Dade County Public Schools FL

The extent to which school-based management actually altered influence relations between a district office and schools and between principals and teachers is examined in this report. Five innovative initiatives implemented in the Dade County Public Schools—peer evaluation, different teacher roles, block scheduling, school-within-a-school, and teachers as advisors—were evaluated. Methodology involved administrative reviews of individual school-based management pilot schools for 1988, 1989, and 1990, and analysis of proposals to formulate an estimate of impact using the Purdue Teacher Opinionnaire database. Findings indicate that while school-level discretion was allowed in some areas of decision-making, most deviations from regular policy were subject to approval by central office administrators. Within schools, teacher involvement altered teacher-principal relations, which were mitigated by principal supervision of the innovation and limited teacher involvement. Overall, the pilot school-based management project recorded no change in district/school relations and some change in teacher/principal relations. Factors for successful implementation include a supportive superintendent, a systematic training program, a pool of sponsored innovations, and increased knowledge of organizational behavior. The findings call into question the assumptions of increased efficiency through reorganization and increased innovation through autonomy. The appendix presents procedures for teacher peer evaluation. (16 references) (LMI)

---

**ED 332 353**　　　　　　　**EA 023 010**
*Roberts, Jo*
**The Relevance of Discourse Analysis of Supervisory Conferences: An Exploration.**
Pub Date—Nov 90
Note—33p.; Paper presented at the Annual Meeting of the Council of Professors of Instructional

Supervision (Athens, GA, November 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, *Conferences, *Discourse Analysis, Elementary Secondary Education, Interpersonal Relationship, Language Usage, Oral Language, Speech Acts, *Speech Communication, Supervisory Methods, *Teacher Supervision, *Verbal Communication

A description of what occurs in the social context of the supervisory conference, based on the concept of conversational inference, a process by which participants assess each others' intentions and make appropriate responses, is presented in this paper. Using the illustration of a supervisor's request for teacher action that occurs in a conference, the paper explores the premise that spoken language is interpretable only in its context. A practical approach is therefore taken to study spoken discourse as a social process, examining the embedded meaning of speech acts and the listener's interpretations. Methodology involved analysis of videotape and interview transcriptions from Grimmett and Crehan's study of supervisory conference interaction. Findings suggest that given a direct or indirect request for action by the supervisor, the teacher's acceptance or rejection of the "suggestion" is partially dependent on the teacher's views of the fit between the suggestion and class needs and his or her ability to enact the suggestion. Failing to address these concerns may preclude translation of the preferred suggestion or discovered solution into action. Further examination of supervisor/teacher interaction demonstrates rules for participation. A discussion of the relevance and applications of discourse analysis for teacher development and improved supervisory practices concludes the paper. (55 references) (LMI)

---

**ED 332 354**　　　　　　　**EA 023 011**
*Roberts, Jo*
**Face-Threatening Acts and Politeness Theory: Contrasting Speeches from Supervisory Conferences.**
Pub Date—Apr 91
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Conferences, *Discourse Analysis, Elementary Secondary Education, *Interaction Process Analysis, Interpersonal Communication, Risk, *Supervisory Methods, Teacher Administrator Relationship, *Teacher Supervision, *Verbal Communication

Discourse analysis describes a level of spoken text that lies between grammar and nonlinguistic organization. Using such an approach to understand the practical problems of communication in supervisory conferences, this paper explores two dimensions of the conference: risk and politeness levels. Level of risk is determined by the degrees of interpersonal power, distance, and threat. Study of the interaction patterns of instructional supervisors as they conducted postobservation conferences with teachers involved analysis of supervisors' written reports and transcriptions of conference videotapes and audiotapes, supplemented by interviews. Rules of interpretation of direct and indirect speech acts were applied to isolate orders, suggestions, requests, and demands. The theory of face-threatening acts, or FTAs, was then applied to determine the basis of choice of FTAs, to describe strategies elected for performing FTAs, and to describe related positive and negative conference phenomena. Findings indicate that low-risk and high-risk interactions were associated with less politeness and more politeness, respectively, thus confirming politeness theory. Findings also demonstrate ways in which FTAs diminish the instructional improvement potential of the interaction, thus raising questions about supervisor preparation and the value of such conferences. Three tables are included. (24 references) (LMI)

---

**ED 332 355**　　　　　　　**EA 023 015**
*Meyer, Luanna H. And Others*
**Inclusive Middle Schooling Practices: Shifting from Deficit to Support Models.**
Pub Date—Apr 91
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Cooperative Learning, Dropout Characteristics, *Dropout Prevention, *Dropout Programs, Dropouts, Elementary Secondary Education, Higher Education, *High Risk Students, Intermediate Grades, Junior High Schools, *Middle Schools, Social Integration, Social Support Groups, Student Participation
Identifiers—*Syracuse City Schools NY
The Syracuse Stay In School Partnership Project, an alternative to the deficit-remedial dropout intervention model, is described in this report. The collaborative project undertaken by district middle schools and Syracuse University (New York) is based on an inclusive approach to dropout prevention, seeking to modify the school experience for students considered to be at risk. Staff from six middle schools in Syracuse (New York) enrolling a diverse population of 3,200 students participated throughout the 1988-1991 school years in a series of professional development activities to increase teacher knowledge and use of instructional adaptations for an academically diverse and culturally heterogeneous student population. Three project components to address student needs include academic engagement, peer support, and individualized support opportunities. Students perceived to be at risk participated in two projects designed to lessen feelings of alienation from the school: cooperative learning and peer support networks. The suggestion is made that instructional practices reflect the message of inclusion. A worksheet for project student groupings is provided in the appendix. (11 references) (LMI)

ED 332 356                     EA 023 016
Johnson, Janet R.
Networking: How To Permeate the Glass Ceiling—Some Highlights from Recent Studies of Networking among Women.
Pub Date—Apr 91
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Selection, *Educational Administration, Elementary Secondary Education, *Females, Mentors, *Sex Bias, Sex Discrimination, *Social Networks, Social Support Groups, *Women Administrators
Identifiers—Glass Ceiling
A noticeable discrepancy continues to exist between the number of professional men and women who hold similarly ranked, higher level positions in educational administration, a phenomenon sometimes called the "glass ceiling." The potential of networking as a strategy for overcoming the gender gap is explored in this paper. Networking is viewed as a career enhancement strategy, an information system to provide and receive support. Obstacles to female participation in networks include lack of time and information, socialization factors, and undervaluing network utility. The inherent organizational structure of the system, however, remains a major barrier to women's advancement. Suggested solutions center on women developing their leadership skills and learning practical political strategies. Points for engaging in meaningful networks are offered. Networking is viewed as a tool for change, which is adaptable to individual women's characteristics, goals, and backgrounds. (18 references) (LMI)

ED 332 357                     EA 023 017
Horgan, Dianne
A Training Model for School-Based Decision Making.
Pub Date—91
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Faculty Development, Models, *Participative Decision Making, Problem Solving, Professional Development, *School Based Management, *Staff Development, Training Methods, Workshops
The development of a comprehensive training model designed specifically for school-based decision making is discussed in this report, with a focus on teaching relevant skills and when to utilize them.

Loosely based on Vroom and Yetton's 1973 model of participative decision making, the model is characterized by a general-to-specific continuum and an internal-to-external focus. It differs from the former model in its definition of the problem prior to the decision-making stage and omission of some of the attributes. The overall process divides the problem-solving task into smaller questions and offers guidance about when to elicit more general acceptance. Each training module includes information about the timeliness of utilizing different sets of skills and strategies, provides participation in prototypical case analysis, and develops a participant decision-making profile. One figure depicting the decision-making process is included. (LMI)

ED 332 358                     EA 023 018
Wirt, Frederick M.
Role Change in Britain's Chief Education Officer.
Pub Date—Apr 91
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Responsibility, *Administrator Role, *Educational Administration, Elementary Secondary Education, Foreign Countries, *Governance, Government (Administrative Body), *Politics of Education, *Professional Autonomy, Professional Development, *State School District Relationship
Identifiers—*United Kingdom
Changes in authority relationships in the British government recently have had major consequences for the power of local administrators; a national report found an increased politicization of administrators in local government. This paper explores whether similar changes had taken place in educational administration. The effects of changes in authority relationships on eight chief executive officers (CEOs) immediately prior to passage of the Education Reform Act of 1988 are examined. Methodology involved interviews with eight CEO's of major local education agencies (LEAs) in the London metropolitan area. Findings demonstrate support for the hypothesis that changes in authority relationships have contributed to an increased politicization of local educational administrators. Widespread changes included increases in the following: challenges to established patterns of work, party control, party differences over school policy, and diverse politics on noneducational issues. Innercity LEAs experienced increases in the presence of full-time councilors, importance of the party manifesto, politically sponsored appointments, and CEO involvement. Variable changes not related to locale included leadership style and dissatisfaction with traditional committees and working groups. All indicated an awareness of their new power-sharing role, expressing both pessimism and optimism for the future. Two tables are included. (20 references) (LMI)

ED 332 359                     EA 023 019
Wirt, Frederick M.
Value Organization Linkages, Educational Restructuring, and Historical Reforms.
Pub Date—Apr 91
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Principles, Culture Conflict, Design Preferences, Educational Principles, Elementary Secondary Education, Ideology, *Organizational Development, *Organizational Objectives, Political Attitudes, School Restructuring, Social Differences, *Standards, Value Judgment, *Values
A century or more of reform in urban services, including schooling, has seen a competition over four core values: quality, equity, efficiency, and choice. These four are not always mutually compatible. Quality opposes equity and choice but is reinforced by efficiency, which is supported by equity. The choice value is incompatible with all the others. The order of quality, efficiency, and equity acts as a general sequence in policy-making while choice operates at every stage. The value-organization linkage means that a value underlying an educational policy produces a "bias" toward a particular type of organizational structure. Table 1 suggests different sets of linkages. Quality, efficiency and equity proponents prefer a centralized administration and a

unitary decision making system. Choice proponents prefer fragmented decisionmaking and decentralized administration. Examples of core values that were promoted in school and other urban service reforms during the 19th century are provided. Adherence to one set of values required a distinct type of organization. Each value-organization linkage carries a set of costs that can be obscured by its proclaimed benefits. (39 references) (EJS)

ED 332 360                     EA 023 021
Schmitt, Neal
Measurement and Model Linkages in Assessing School Environments.
Pub Date—Apr 91
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, *Causal Models, Correlation, *Educational Environment, *Institutional Characteristics, Outcomes of Education, *Path Analysis, *Predictor Variables, Regression (Statistics), Research Methodology, Secondary Education, Statistical Significance
Detailed methodology used to evaluate a causal model of school environment is presented in this report. The model depicts societal features that influence school district values and organizational characteristics, which in turn influence school operations and personnel attitudes and values. These school variables affect school community members' perceptions of school climate, which then influence student outcomes. Questionnaires were completed by 352 principals, 14,721 teachers, and 24,874 students from 362 junior and senior high schools in 36 states and Canada. Findings suggest that student and/or teacher climate variables played a significant role in all the analyses. Of the sociodemographic variables, the percentages of students receiving free lunches and the percent of minority students in the school had the largest and most consistently direct and indirect effects on the outcome variables. Most school input variables' effects on outcomes were mediated by school climate variables. The findings indicate reasonable support for Keefe's mediated (1985) model of school outcomes and constitute the basis for a comprehensive assessment of school environments and possible interventions. Seven figures and one table of final variables are included. (8 references) (LMI)

ED 332 361                     EA 023 023
Cosden, Merith  And Others
Social Skills Instruction in Elementary and Secondary Education: Factors Effecting Curriculum Implementation.
Pub Date—Apr 91
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, Elementary Secondary Education, *Interpersonal Competence, *Interpersonal Relationship, Skill Development, *Social Behavior, *Social Development, Socialization, Student Behavior
Current practices in implementing social skills instruction into elementary and secondary curricula are explored in this report. Two issues are addressed: (1) teacher reports of current and desired activities; and (2) the extent to which curriculum availability, other resources, teacher training, and values affect teacher activities. Questionnaires were completed by 271 teachers from 16 schools in an urban area on the East Coast. No significant differences were found between the current and desired levels of instruction, indicating general teacher satisfaction with current social skills instruction activities. Most teachers expressed a preference for integration with other academic areas. Findings pointed to limited activities by secondary teachers and a positive relationship between social skills instruction activities and availability of resources. Problems in implementation included lack of training and time constraints, enhanced by the perception that such instruction is the parents' responsibility. The recommendation is made to clarify the role of social skills training in the schools. Eight tables are included. (18 references) (LMI)

ED 332 362                     EA 023 024

*Currie, Gaylon  Rhodes, John*
**Uncertainty and Fragmentation: The "Realities" of the Principalship in the United States.**
Pub Date—Apr 91
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Administrator Responsibility, Elementary Secondary Education, Instructional Leadership, Organizational Climate, *Principals, *Professional Development, *Quality of Working Life, School Administration, *Work Environment
Conditions of the principalship that contribute to short-term planning are examined in this report, which also offers strategies for longer range educational integrity. A multiple case study approach was used to explore the experiences of 12 high school principals in 5 states. Over 200 interviews were conducted with principals, teachers, staff, and community members. Major characteristics of the principal's job emerged from the data: brevity, variety, interruption, uncertainty, and fragmentation. Suggested solutions include provision of meaningful internships that incorporate elements of uncertainty and fragmentation, delegation of responsibility, and time management. The recommendation is made for local districts' development of a training package that is comprehensive, flexible, and realistic, providing reflective evaluation and continuous support. Appendices list principals' characteristics and issues identified by them as important. (16 references) (LMI)

**ED 332 363**                     EA 023 025
*Eiserman, William D.*
**Democratizing Soviet Elementary Schools through the Use of an American Curriculum: A Qualitative Evaluation.**
Pub Date—Apr 91
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Curriculum Evaluation, *Democratic Values, Educational Change, Elementary Education, Experimental Curriculum, Foreign Countries, Humanistic Education, Individualism, *International Education, *International Educational Exchange, Pilot Projects, Political Attitudes, Self Concept
Identifiers—Soviet Education, *Soviet Pedagogy, USSR (Moscow)
Positive Action, an American curriculum intended to facilitate teachers' use of positive affective and democratic elements in educational practices, was used in two Moscow schools over a 1.5 year period. A review of problems associated with the "deindividualization" of past Soviet educational practices points out the need for programs such as Positive Action that would help students and teachers improve their self-concepts. Next, Soviet/American collaboration during program implementation and the study methodology are discussed. Formative findings are explored in eight areas: (1) whether the Positive Action materials were used and how they were used; (2) the influence of the presence of the American developer; (3) translation problems; (4) realistic expectations; (5) concurrent program development and implementation; (6) concerns about the materials; (7) bridging and generalizing concepts; and (8) cross-cultural issues. Summative findings are divided into four categories: teachers' self-reports of their behavioral changes; reports of effects on children; school climate changes; and perceptions of the program's relevance to the sociopolitical context. The paper includes several direct quotes from students and teachers. Study implications are discussed, with emphasis on the need for more collaborative evaluations. (13 references) (CLA)

**ED 332 364**                     EA 023 026
*Cioci, Madalyn  And Others*
**Teachers and Principals: Gender Related Perceptions of Leadership and Power in Secondary Schools. Revised.**
Pub Date—Mar 91
Note—49p.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—High Schools, Interpersonal Relationship, Leadership, Leadership Qualities, *Leadership Styles, *Principals, *Sex Bias, *Teacher Administrator Relationship, *Teacher Participation, *Women Administrators
The effects of principal and teacher gender on high school teachers' evaluations of principal leadership and perceptions of their own power at personal, interpersonal, and organizational levels are explored in this report. Two research issues are addressed: (1) the extent to which teachers' evaluations of school leadership depend on the gender of both the teacher and the principal; and (2) the ways in which teachers' perceptions of their own power at all levels in the school are affected by their perceptions of their principals' leadership effectiveness. Data were drawn from the High School and Beyond database, a general survey of American schools. The sample consisted of 8,894 teachers (44 percent female) and 377 principals (10 percent female) in 377 public and private schools. The findings suggest strong support for the existence of interaction between teacher and principal gender. While female teachers viewed themselves as particularly empowered in women-headed schools in the areas of classroom control and collegiality, male teachers felt less empowered. Male teachers assessed female principals' leadership as relatively ineffective, whereas female teachers rated it above average. Both female and male teachers were found to be empowered in female-headed schools in terms of locus of control, self-efficacy, and influence over staff policy. Findings offer empirical support for the argument that the theory of negative self-fulfilling prophecy for women administrators is invalid; at the same time they highlight men's dislike of working for women. Eight figures and five tables are included. Appendices list details of variable construction and the means for individual component variables. (66 references) (LMI)

**ED 332 365**                     EA 023 027
*Townsend, Richard G.*
**Policy Administration As Rhetoric: One Leader and His Arguments.**
Pub Date—91
Note—34p.
Pub Type— Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Administrative Principles, Administrator Guides, Administrator Qualifications, Agenda Setting, Elementary Secondary Education, Persuasive Discourse, *Policy Formation, Public Speaking, *Rhetoric, *Rhetorical Invention, Speech Communication
As administrators work through contextual persuasion to affect people, activities coordination hinges to some extent on the quality of a leader's argumentation skills. Policy administration is a process of arguing explanations. Six categories vital for administrators to cover to deter critics while putting forward policy are: relevant information, claim, qualifier, warrant, backing, and rebuttal. Policy backings can be separated into seven frames: method centered; intuitive; ethical; causal; motivational; parallel case; and authoritative. Examples of how one administrator argued from each frame are given to help select arguments during policy formation. Two figures further illustrate argument structures for policy backing. (14 notes, 39 references) (EJS)

**ED 332 366**                     EA 023 028
*Crisci, Pat E.  And Others*
**A Teacher Appraisal System for the Development of Shared Instructional Leadership and Effective Classroom Instruction.**
Pub Date—91
Note—55p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).
Pub Type— Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Administrator Guides, Administrator Responsibility, Administrator Role, *Classroom Observation Techniques, Elementary Secondary Education, *Faculty Development, Faculty Evaluation, Instructional Effectiveness, Instructional Improvement, *Instructional Leadership, *Lesson Observation Criteria, Teacher Administrator Relationship, *Teacher Evaluation
Essential elements of teacher preparation programs should become the foundation of instructional leader training. Techniques of Responsive Intervention to Validate Effective Teaching (TRIVET) is an administrative training program

that provides instructional leaders with the skills and knowledge to collect data, diagnose instructional effectiveness, and prescribe improvement strategies in classroom teaching appraisal. During the year-long program, principal-teacher teams collaborate to enhance instruction and learn the four processes involved in data collection and analysis: pre-observation conferences to gather lesson plan information; script-tapings to record lesson activities; post-observation conferences to discuss teaching behaviors; and action plans to determine improvement strategies. Nearly 300 principals and teachers have participated since 1988. To determine TRIVET's effectiveness, each participants' pre- and post-teaching analysis test scores, program appraisal, written work, reports of classroom practice changes, and teacher effectiveness profiles were analyzed. Test scores were significantly higher and the program was enthusiastically appraised. Teachers reported changes such as better planning for classroom activities. (110 references) (EJS)

**ED 332 367**                     EA 023 029
*Hough, David L.*
**A Review of Middle Level Organization.**
Pub Date—Apr 91
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Effective Schools Research, *Instructional Program Divisions, *Intermediate Grades, Junior High Schools, *Middle Schools, School Effectiveness, *School Organization, School Restructuring
Research on middle-level education and the relationship between grade-span configuration and educational outcomes is reviewed in this paper. Discussions include the evolution and growth of middle schools in the United States, differences between middle and junior high schools, and outcomes of middle-grade organization. Two national trends are identified-a reorganization of middle-level schools that favors a 6, 7, 8 grade-span configuration and a replacement of reforms for administrative purposes by those that meet student needs. Findings on different programs' effectiveness in meeting student needs and the relationship between grade organization and educational outcomes are inconclusive. Significant differences are identified in the implementation of various programs across different grade spans. Four tables and one figure are included. (81 references) (LMI)

**ED 332 368**                     EA 023 030
*Lee, Sharon Shockley  McKerrow, K. Kelly*
**Two Pieces of Wood: Symbols of Control.**
Pub Date—Apr 91
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Acculturation, Administrator Attitudes, Administrator Effectiveness, Black Students, *Corporal Punishment, Culture Conflict, *Discipline, Discipline Policy, Educational Environment, Elementary Education, *Ethnography, *Positive Reinforcement, *Principals
For 2 years, at least 2 days a week were spent by a researcher in observing, through the actions of the principal, the dynamics of cultural and ideologic conflict and the process of social control in an elementary school. This personal account analyzes the principal's use of corporal punishment, symbolized by the paddle, and positive reinforcement, symbolized by the pencils awarded to good students, to achieve discipline and cultural hegemony in the school. After a narrative description of the principal's interactions with students, staff, and the researcher during a single day, the principal's use of corporal punishment during different years is explored as well as his rationale for using corporal punishment, his negative view of the students and their parents, and his attitude toward black students. Numerous direct quotes are included. Next, the principal's practice of awarding a pencil to exemplary students is reviewed and the ineffectiveness of the principal's use of "two pieces of wood," the paddle and the pencil, to establish cultural hegemony is analyzed. (18 references) (CLA)

**ED 332 369**                     EA 023 032
*Yates, Lyn*

**A Tale Full of Sound and Fury–Signifying What?**
**Feminism and Curriculum Policy in Australia.**
Pub Date—91
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, *Females, *Feminism, Foreign Countries, *Policy Formation, Politics of Education, Public Policy, Sex Bias
Identifiers—*Australia
The last 2 decades of curriculum policy in Australia are reviewed in this paper, with a focus on reforms concerned with females and schooling. Two general areas are examined: (1) the theoretical relationship between state power and feminist concerns about schooling; and (2) the progressive direction for schooling. The first section compares two policy frameworks of the mid-1970s and late 1980s, and the second part examines ways in which feminist demands in education are being integrated within Australian state policy. Three themes concerning the state and feminist action are discussed. First, state policy in liberal-democratic societies will continue to modify challenges to power, due to the inherently exclusive nature of conflicting discourse. Second, the state has used feminist discourse to increase funding of engineering, science, and technology. The field of gender and education is viewed by the government as a problem of women of nontraditional careers. Third, the commitment to equal education has been used to increase centralization of the school system, leading to more control, regulation, and surveillance. Conclusions are that a commitment to different forms of knowledge is in itself a universalizing framework and that vigorous critical engagement with equal education opportunity policies continues to be important. (54 references) (LMI)

**ED 332 370**                     EA 023 035
*Daresh, John C.*
**A Knowledge Base for Educational Leadership.**
Pub Date—May 91
Note—22p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Course Content, Curriculum Development, *Educational Administration, Elementary Secondary Education, *Graduate Study, Higher Education, *Leadership Training, Learning Experience, Management Development, *Professional Education
Identifiers—*University of Northern Colorado
A knowledge base to guide the development of educational leadership programs is suggested in this report. The first part reviews sources of the educational leadership knowledge base, which include the traditional sources of school administrator experience and statutory specification, and recent sources, such as research on administrator induction and administrator education reform proposals. The second part describes the educational leadership program at the University of Northern Colorado, which is based on a holistic set of integrated learning experiences and collaborative teaching. Course content is described. (22 references) (LMI)

**ED 332 371**                     EA 023 040
*Tabin, Yvonne Coleman, Peter*
**Joining the Old Boys Club? Women's Careers As**
**School Principals in British Columbia, Canada,**
**1980 to 1990.**
Pub Date—Apr 91
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Qualifications, *Career Development, Elementary Education, Females, Foreign Countries, Leadership, *Principals, Professional Development, Quality of Working Life, *Sex Bias, Sex Stereotypes, *Women Administrators, *Work Experience
Identifiers—*British Columbia
The experiences of recent women appointees to educational administration are compared to those of earlier female appointees. Indepth personal interviews were conducted with 17 female elementary school principals in British Columbia (Canada), 9 of whom were appointed after September 1987 and 8

of whom were appointed prior to September 1982. Results were categorized according to developmental experiences, career development, administrative beliefs and practices, and assessment of the experience. Findings indicate that recent appointees received greater male support, experienced less explicit sex discrimination and harassment, and possessed greater career initiatives and a more diverse range of teaching and administrative experience. Former appointees tended to accept their marginal status, but recently hired principals have embraced and accentuated the feminine character of leadership, articulating distinctive values to reshape the context and work of educational administration. Although both groups had to work harder than their male counterparts, they reported high levels of career satisfaction and expressed few regrets. (30 references) (LMI)

**ED 332 372**                     EA 023 045
*Gibson, Gwendolyn D.*
**Chicago Public High Schools' Improvement Plans:**
**Improving Students' Learning.**
Pub Date—Apr 91
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Compliance (Legal), *Educational Improvement, Educational Legislation, Educational Needs, Educational Objectives, *Educational Planning, Educational Practices, Educational Quality, *High Schools, Legal Responsibility, Parent School Relationship, Professional Development, Program Evaluation, *Public Schools, School Community Relationship, *School Effectiveness, School Responsibility, Transitional Programs, *Urban Schools
Identifiers—*Chicago Public Schools IL
This document reports on the Chicago public high school improvement plans for the 1990-91 school year submitted during the summer of 1990 in response to the Chicago Public Schools Reform Act of 1988 (PA85-1418). Following background information on Chicago's public high schools, the purpose of PA85-1418 is explained as well as improvement plan funding and review format. The 20 required goals in the improvement plans are categorized and explored under 5 topics: (1) academic goals; (2) student self-discipline and motivation goals; (3) high school transition goals; (4) teacher professionalism; and (5) parent and community involvement goals. The percentages of schools addressing each goal are included, and the various methods used to address each goal are mentioned. The impact of the first year of the plans on high school students' learning is discussed, with emphasis on social influences, political influences, and changing educational practices. Last, the implications of the school improvement planning process are explored. Appended are a review form for the 1990-91 improvement plans; goals for the school improvement plan; a budget worksheet; a flow chart of the systemwide planning process; and a suggested timeline. (21 references) (CLA)

**ED 332 373**                     EA 023 051
*Rossow, Lawrence F. Hininger, Janice A.*
**Students and the Law. Fastback Series No. 317.**
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-317-4
Pub Date—91
Note—40p.; Publication sponsored by the Louisville, Kentucky, chapter of Phi Delta Kappa.
Available from—Publications, Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($.90 prepaid; quantity discounts).
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Law, Civil Rights, Court Litigation, Discipline, *Discipline Policy, Drug Use Testing, Elementary Secondary Education, Expulsion, Freedom of Speech, School Administration, *School Law, School Prayer, Search and Seizure, Student Publications, *Student Rights, Suspension
Many of the court decisions in the 1960s and 1970s regarding student civil rights were decided in favor of students. By the 1980s the courts began to give administrators more authority. This change of judicial thinking means that school authorities must

be rescheduled concerning the rights of students. This booklet should help administrators understand the limits of their authority in matters of freedom of speech, student publications, search and seizure, drug testing, student-initiated religious activities, special education student discipline, expulsions, and suspensions. (EJS)

**ED 332 374**                     EA 023 059
**Child Sexual Abuse: Problems, Perspectives and**
**Programs for Schools in the 1990s. A Guide for**
**School Administrators.**
Canadian Association of Principals, Ottawa (Ontario).; Shannon and McCall Consulting Ltd., Ottawa (Ontario).
Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).
Pub Date—[91]
Note—26p.; Print in shaded boxes will not reproduce well in paper copy.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Role, *Child Abuse, Elementary Secondary Education, Foreign Countries, *Health Education, Health Promotion, *Prevention, School Administration, School Community Relationship, *Sexual Abuse
Identifiers—*Canada
Future school responses to child sexual abuse (CSA) should occur within a community context. As Canadian schools try to implement CSA prevention programs, changes in the community such as improved child care programs should occur simultaneously. A summary of CSA facts, new initiatives at the national level, and the role of the community, school, and principal in responding to CSA are reviewed. A comprehensive school health program is the most effective means for schools to respond to CSA. Research findings are presented to show the effectiveness of health education and CSA prevention programs. A checklist is provided which lists CSA action goals under the following headings: (1) instruction; (2) health, guidance, student and social services; (3) school climate; and (4) family, community, media, and policy support. The items under these headings are themselves linked to four main goal categories, namely health program promotion, prevention, intervention, and rehabilitation. Key issues school administrators will face in implementing CSA prevention programs and policies include widespread cultural backlash, unfounded and false allegations and criticisms from the community. Additional topic and information sources are given. (EJS)

**ED 332 375**                     EA 023 060
*Graham, Lorraine And Others*
**Anatomy of a Learning Assistance Centre.**
Pub Date—Apr 91
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Cooperation, Educational Needs, Educational Planning, Elementary Education, Foreign Countries, Interprofessional Relationship, *Mainstreaming, Remedial Instruction, *Remedial Programs, *Resource Room Programs, *Resource Teachers, Student Needs, Teacher Role, Teacher Welfare, *Teaching Conditions, Teaching Load
Identifiers—*Learning Assistance Centers
Two learning assistance (LA) centres in suburban elementary schools in British Columbia (Canada) were studied via a participant-observer approach to examine the changing role of the LA teacher, the impact on the school staff of more remediation in the regular classroom, and the concerns held by LA teachers and regular classroom teachers regarding the collaborative/consultation model. This document draws on study data collected from multiple sources to examine how well the integrated model was being accepted and how the LA teacher's role is changing, particularly with respect to: (1) support to teachers as they cope with an increased workload; (2) integration of the emotional and learning needs of the whole child; and (3) continuing to address specific skill needs. Overall, study results suggest that LA and regular teachers need support in terms of time for consulting; sharing of ideas, responsibilities, and decisions; and adjusting to new demands and pressures. Ongoing inservice training and recognition of the demanding nature of the teachers' roles were other needs pinpointed. Sugges-

tions for future research on consulting and on the collaborative/consultation model conclude the document. Included are two tables. (14 references) (CLA)

**ED 332 376**      EA 023 062
*Joseph, Pamela B. Efron, Sara*
**Moral Choices/Moral Conflicts: Self-Perceptions of Schoolteachers.**
Pub Date—Apr 91
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beliefs, Citizenship Education, Consciousness Raising, Elementary Secondary Education, Ethical Instruction, Moral Development, *Moral Values, Role of Education, *Teacher Attitudes, *Teacher Influence, Teacher Responsibility, Teacher Role, *Teacher Student Relationship, Values Clarification, *Values Education
Veteran teachers of various ages and levels of experience responded to questionnaires and interviews designed to reveal their perceptions in five thematic areas drawn from historical and contemporary research about teachers as moral agents. These areas are: (1) teachers' characterization of their personal values; (2) their understanding of their duties as moral agents; (3) their ideas about the private and public expectation of teachers as moral agents; (4) their sense of value compatibility with people in their schools and communities; and (5) their perceptions of their freedom to express values and beliefs. Two types of data collection were used: questionnaires and interviews. The values teachers affirmed and their perceptions of their values are revealed, largely through the use of direct quotations. A final section lists numerous questions raised by the study and discusses study implications. Four tables are included. (23 references) (CLA)

**ED 332 377**      EA 023 064
*Kshensky, Marcel Muth, Rodney*
**The Mutual Empowerment of Teachers and Principals.**
Pub Date—Apr 91
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Organization, Administrative Principles, Intermediate Grades, Junior High Schools, Leadership Qualities, *Leadership Styles, Middle Schools, Organizational Climate, *Participative Decision Making, *Power Structure, *Principals, Public Schools, School Effectiveness, *Teacher Administrator Relationship, Teacher Morale
Identifiers—*Empowerment, *New York City Board of Education
Beginning with a review of traditional perspectives on educational leadership, the link between effective principals and school effectiveness, and the bases of social power, this document goes on to report on a 1986-87 study conducted to determine how the types of power used by principals relate to school effectiveness. Subjects were administrators and selected teachers in 34 public middle schools in 9 school districts in New York City. Following a description of participants' background data, study findings are presented via descriptions of an Administrative Behavior Scale and a School Assessment Scale that, together, show relationships between various power behaviors, elements of school effectiveness, and the mutual empowerment of teachers and principals. Different power behaviors by principals are shown to elicit different responses from their teachers, with the use of influence being the most conducive to mutual empowerment, positive organizational climate, and improved teacher performance. Last, eight suggestions for principals' personal policy and style are provided. Included are one figure and nine tables. (25 references) (CLA)

**ED 332 378**      EA 023 100
*Greenfield, William D.*
**Toward a Theory of School Leadership.**
Pub Date—Apr 91
Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Effectiveness, *Administrator Role, Decision Making, *Educational Administration, Elementary Secondary Education, Instructional Leadership, Interprofessional Relationship, *Leaders, *Leadership, Leadership Qualities, Leadership Responsibility, Leadership Styles, Organizational Climate, Politics of Education, School Effectiveness, Teacher Administrator Relationship
Identifiers—*Leadership Effectiveness
Recognizing the importance of leadership in effective school administration, this document begins by discussing leadership as defined by Etzioni (1975), including ideas such as personal influence; positional power; the difference between instrumental and expressive leadership; and organizational type as defined by the dominant means of control in the organization. Next, the school work setting is explored and five types of interrelated role-demands or "situational imperatives" that characterize the school administrator's work setting are described: (1) managerial; (2) instructional; (3) political; (4) social; and (5) moral. The nature of school leadership is explained, with emphasis on conditions in which teachers would voluntarily change their preferences. Four personal qualities of school leaders are explored along with the nature and effectiveness of personal influence in leadership. A final section explains the need for more descriptive studies of the school as an organizational work context, for the study of actual activities of administrators, and for context-sensitive research. Several questions for future study are posed. (62 references) (CLA)

**ED 332 379**      EA 023 101
*Greenfield, William D.*
**Rationale and Methods To Articulate Ethics and Administrator Training.**
Pub Date—Apr 91
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Problems, *Administrator Education, *Administrator Role, Conflict of Interest, Decision Making, Educational Administration, Elementary Secondary Education, *Ethical Instruction, *Ethics, Evaluative Thinking, Higher Education, Leadership Qualities, *Moral Values, Organizational Climate, *Public Schools
Given the moral nature of public schools and the numerous moral dilemmas faced by school administrators, training in ethics should be included in administrator preparation curricula. After discussing the public school as a moral institution, this document explains normative ethics and outlines the differences between moral and nonmoral judgments. The moral dimension of school administration, with emphasis on the moral complexity of the administrator's role, is explored in detail, with examples from recent literature used to illustrate the kinds of moral issues and dilemmas school administrators experience. Distinct types of ethical dilemmas are described, and the rationale for training in moral reasoning is explained. Also discussed are conceptions of leadership and the use of power. A final section offers five strategies for articulating training in values and ethics in administrator preparation and discusses related obstacles. (30 references) (CLA)

**ED 332 380**      EA 023 259
**America 2000: An Education Strategy. Revised Edition.**
Department of Education, Washington, DC.
Pub Date—91
Note—65p.; For further information on "America 2000", call 1-800-872-5327 (1-800-USA-LEARN). This document is a revision, rearrangement, and expansion of its predecessors, ED 327 009 and ED 327 985.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Improvement, Educational Innovation, Educational Objectives, *Educational Strategies, Elementary Secondary Education, *Excellence in Education, Federal State Relationship, Higher Education, National

Competency Tests, National Programs, School Restructuring
Identifiers—*America 2000, *National Education Goals 1990
"America 2000" is a national strategy (not a federal program) designed to accomplish in 9 years the six national education goals first articulated by the President and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. America 2000 is described as having four major "parts," and this booklet is organized around those parts: (1) Better and More Accountable Schools (improving the 110,000 existing schools, for today's students); (2) A New Generation of American Schools (bringing 535 new schools into existence by 1996, for tomorrow's students); (3) A Nation of Students (persuading yesterday's students/today's work force, to keep on learning); and (4) Communities Where Learning Can Happen (identifying and designating committed "America 2000 Communities," willing to adopt the six national goals, develop a report card to measure their progress, and create and support one of the 535+ "New American Schools"). Some of the specific operational concepts involved in pursuing this strategy are: (1) "New World Standards" for what young Americans need to know, for each of the five core subjects (English, mathematics, science, geography, history); (2) "American Achievement Tests," a new (voluntary) nationwide examination, based on the five core subjects; (3) "Presidential Citations for Educational Excellence," awarded to high school students who do well on the achievement tests; (4) "Presidential Achievement Scholarships," rewarding academic excellence among needy college/university students; (5) "Merit Schools Program," rewarding schools that make notable progress toward the six goals; (6) "Governors' Academies for School Leaders"; (7) "Governors' Academies for Teachers"; (8) Alternative Certification Systems for Teachers; (9) "America 2000 Communities," designated by their governors; and (10) The "New American Schools Development Corporation," a new nonprofit organization, to be established by the business community, that will award contracts for 3-7 "R&D Teams," that will help communities create the new schools. The booklet concludes with: (1) "Some Questions and Answers", a section posing and answering the 18 most frequently asked questions concerning the new strategy; (2) "The National Education Goals Fact Sheet" (Appendix 1); (3) Remarks by the President announcing America 2000 (Appendix 2); and (4) "A Glossary of Key Terms", defining 20 key terms/concepts used in the text. Also appended is a copy of the two-page letter from the Secretary of Education, transmitting the revised booklet. (WTB)

# EC

**ED 332 381**      EC 211 285
*Bundschuh, Ernest*
**Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.**
Georgia Univ., Athens.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date—88
Note—96p.; A part of Project PANAMS. Floppy diskettes referred to in text are available from project.
Available from—PANAMS, 850 College Station Rd., Athens, GA 30610.
Pub Type— Guides - Non-Classroom (055) — Computer Programs (101) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Software, *Disabilities, Elementary Secondary Education, Federal Legislation, *Inservice Teacher Education, *Needs Assessment, Preservice Teacher Education, *Questioning Techniques, *Questionnaires, *State Surveys
A manual and software package explain the development and use of the Special Education Survey, an instrument intended to aid states in developing inservice training and professional preparation programs. The instrument is based on the comprehensive system of personnel development as described by Public Law 94-142, the Education for All Handicapped Children Act. Administration of

the In-Service Training and Staff Development Needs Survey is explained including selection of survey samples and using the table of random numbers. Further discussion covers advantages and disadvantages of survey research, principal methods of survey data collection, uses of survey data, interviewing methods, the art of asking questions, and questionnaire format. A checklist for writing survey questionnaires is provided. Also considered are accurate measurement, reliability, validity, and sampling. Another section gives guidelines for modifying the questionnaire to meet a state's unique needs. The final section of the manual provides a guide to the SpecEd Data Analysis Software, a data entry and storage system, intended to complement the Personnel Data Collection Instrument. The software allows entering/editing data from questionnaires, analyzing/printing selected data from the data file, exporting data to another software package, copying/deleting the data file, and modifying screen prompts and printout wording. The questionnaire itself is attached. (DB)

**ED 332 382**                          EC 212 109
*White, Stephen   Kiser, Paula*
**Job Coaching Manual. Great Falls Transition Project.**
Great Falls Public Schools, Mont.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—[88]
Contract—G008630445-88
Note—69p.; For related documents, see ED 212 107-108.
Available from—Great Falls Transition Project, Great Falls Public Schools, 2100 16th Avenue, South, Great Falls, MT 59405 ($12.00 quantity discount available).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, Behavior Modification, *Disabilities, Employer Employee Relationship, Employment Potential, Federal Legislation, Mental Disorders, Mental Retardation, *On the Job Training, *Training Methods, *Vocational Rehabilitation
Identifiers—*Job Coaches
The manual was used at a 1.5 day workshop for job coaches, individuals designated to train a disabled worker in the on-the-job setting. Each section usually provides basic information, opportunity for participation, and handouts summarizing techniques. The section on awareness covers normalization, expectation, and communication. Considered in the section on teaching strategies are: ABCs of behavior, prompting, shaping, fading, and trying another way (encouraging the worker to experiment). Additional brief sections give suggestions for data collection and assessment. Appended are a number of handouts on the following subjects: job coach duties; job coaching the mentally retarded; job coaching the chronically mentally ill; 40 ways to test for learning; behavior, ways to say "Good for You"; basic principles of behavioral change; fading job coach involvement; state and federal resources; and pertinent federal legislation. References and a glossary of approximately 32 related terms complete the document. (DB)

**ED 332 383**                          EC 212 111
**Social Integration of Handicapped Students: Cooperative Goal Structuring. Research Brief for Teachers. Brief T1.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Sep 88
Contract—400-84-0010
Note—3p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination.
Available from—ERIC/OSEP Special Project, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Modification, Classroom Observation Techniques, *Classroom Techniques, *Cooperation, *Disabilities, Elementary Secondary Education, Evaluation Methods, *Goal Orientation, *Peer Acceptance, *Peer Relationship, Student Participation

The brief paper summarizes the 1983 report, "Social Integration of Moderately Handicapped Students through Cooperative Goal Structuring: Influence of Teacher Instruction on Cooperation" by JoAnne Putnam. Techniques for constructing group learning activities using cooperative goal structuring are broken down into the following steps: (1) specify group objectives; (2) assign students to groups; (3) arrange the room and distribute materials; (4) introduce the task; (5) observe the students; (6) evaluate the work. The study found that after teachers used this process for 2 weeks (10 45-minute sessions), students without handicaps more often looked at and spoke to their peers with handicaps, and students with handicaps actively participated more often. About 20 recommended resources are grouped under the following topics: "Integrating Handicapped Students"; "Cooperative Goal Structuring"; "Behavioral Techniques to Promote Integration and Desirable Behaviors"; "Social Skills Training"; "Training Nonhandicapped Students." (DB)

**ED 332 384**                          EC 221 011
*White, Carolyn C.   And Others*
**Populations of Residential Facilities for Persons with Mental Retardation: Trends by Size, Operation and State, 1977 to 1987. Brief Report #32.**
Minnesota Univ., Minneapolis. Center for Residential and Community Services.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; Health Care Financing Administration (DHHS), Washington, DC.
Pub Date—Feb 89
Contract—07DD0282/02; 18-D-C-9907415-01
Note—28p.
Available from—University of Minnesota, Center for Residential and Community Services, Institute on Community Integration, 207 Pattee Hall, 150 Pillsbury Dr., S.E. Minneapolis, MN 55455 ($2.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Delivery Systems, Group Homes, *Mental Retardation, *Placement, *Residential Care, *Residential Institutions, State Programs, Statistical Data, *Trend Analysis
The paper reports on changes in the size and type of operation of residential facilities for persons with mental retardation in the United States over a recent decade (1977-1987). It also reports current (June, 1987) variability among states along these same dimensions. The decade saw a decrease of 9.6% in the number of mentally retarded persons in large state-operated institutions as well as a decrease in the rate of placement into all types of residential facilities for this population. Graphs provide detailed statistical data on utilization of various placement options. An increase in the number of small, nonstate, facilities is also noted as is the consistent size of the population served by the residential care system. Considerable progress is noted nationally in securing relatively small, community-based residential placements for persons with mental retardation. However, this progress was by no means uniformly realized among all states or with all types of facilities. Comments are made on standards for federal policy that would make the official national commitment to community-based services more consistently evident among all the states. Thirteen references are cited. (DB)

**ED 332 385**                          EC 221 014
*Rose, Terry L.   Calhoun, Mary Lynne*
**Charlotte Circle Project 1985-1988. Final Report.**
North Carolina State Univ., Raleigh. Dept. of Curriculum and Instruction.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date—Mar 89
Contract—G008530079
Note—85p.; Appendixes not in copy received by ERIC.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Early Childhood Education, Infants, *Intervention, Outcomes of Education, Program Effectiveness, *Severe Disabilities, Student Placement
Identifiers—North Carolina (Charlotte)
The final report describes the Charlotte Circle Project, an early intervention demonstration project operated from 1985-1988 in Charlotte, North Carolina. The report examines the project's model, the

participating children and families, and evaluative findings regarding its implementation, outcome, and impact. The project served 25 children with a mean age of 18.9 months. All children exhibited severe disabilities. Project outcome data indicated significant gains of almost double the expected developmental rate for Project students including gains in specific skills, gains in developmental age, and gains in developmental quotient. In addition, 56% of the children exiting the project enrolled in more normalized (less restrictive) educational placements. The outcomes also support the center-based approach of the Project and the social reciprocity model emphasizing parent child interactions. Results suggest that the net savings to society may be as much as $138,000 per child when such severely handicapped children are subsequently able to be placed in less restrictive educational settings. (DB)

**ED 332 386**                          EC 221 078
*Rice, Sharon C.*
**Maine: Cooperation between the Division of Special Education and Division of Alcohol and Drug Education Services.**
Pub Date—89
Note—5p.
Journal Cit—Counterpoint; Spr 1989
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, *Disabilities, *Drug Addiction, *Drug Education, *Drug Rehabilitation, Elementary Secondary Education, High Risk Students, Inservice Teacher Education, Intervention, Models, Prevention, Program Development, *State Programs
Identifiers—*Maine
In 1984, Maine established the Task Force on Special Education and Chemical Dependency, which developed a report recommending, in part: collaboration between special education and local alcohol and drug abuse prevention programs; training for general and special education staff; and development of a vehicle for identification, assessment, referral, and follow-up of students with chemical dependency-related problems. A 3-year plan was developed to implement the recommendations, resulting in the creation of the Task Force on Affected Children, which issued a report making recommendations in seven areas: public education and awareness, communication between schools and treatment agencies, parental involvement, identification and assessment, models/approaches, confidentiality, and funding. A Special Education Advisory Team on Chemical Dependency was also formed to support and facilitate education and awareness of chemical dependency in the schools and training in the roles and responsibilities of special educators. The Team also assists in the implementation of the Special Education/Chemical Dependency Phase I model, which is a conceptualized process model for working with and managing at-risk students. The Team accepts referrals concerning at-risk students, identifies their self-destructive behaviors, and recommends and documents appropriate intervention strategies. (JDD)

**ED 332 387**                          EC 221 089
*Liemohn, Wendell*
**An Interdisciplinary Approach to Training the Arrhythmic Child. Final Project Report and Addendum to Final Project Report.**
Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Jan 86
Contract—G008300016
Note—59p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, *Hearing Impairments, *Instructional Effectiveness, *Learning Disabilities, *Mild Mental Retardation, *Music Education
Identifiers—Luria (A R), *Rhythm
The final report and addendum document a 2-year study which examined the efficacy of a rhythmic training program to improve rhythmic skill in children with mild mental retardation or learning disabilities (year 1) or hearing impairments (year 2). The study was based on the writings of the Soviet neuropsychologist A. R. Luria suggesting the value of improving rhythmicity skills in disabled individuals. During the first year of the study 268 learning disabled and educable mentally retarded children between the ages of 7 and 10 participated,

while during the second year participants were 43 children between the ages of 9 and 14 from the Tennessee School for the Deaf. Results indicated the treatment groups performed significantly better than the control groups on the rhythmic testing protocol. Both treatment and control groups were found to improve significantly in response to tactile stimuli rather than visual stimuli. (DB)

**ED 332 388**                      EC 221 337
*Peterson, Charles R.*
**A Resource Guide in the Visual Arts for Youth with Exceptional Educational Needs.**
Saint Norbert Coll., West DePere, Wis.
Spons Agency—National Endowment for the Arts, Washington, D.C.
Pub Date—Aug 90
Note—86p.; A product of Young Artist Workshops.
Available from—Young Artist Workshops/Saint Norbert College, De Pere, WI 54115-2099 ($10.00).
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Art Activities, *Disabilities, Resources, *Visual Arts
This resource guide contains listings and descriptions of 12 experimental visual arts programs, 29 audiovisual materials, and almost 200 printed materials on many aspects of visual arts. An index of the printed materials is provided alphabetically by disabling condition, covering behavioral disorders, communication disorders, general, gifted and talented, hearing impaired, learning disabilities, mental retardation, multiple and severe handicaps, physical handicaps, and visual impairments. Annotations and sources for acquiring the materials are provided for most items. (JDD)

**ED 332 389**                      EC 222 019
*Vye, Nancy J. And Others*
**Dynamic Assessment of Intellectually Handicapped Children. Alternative Assessments of Handicapped Children. Technical Report No. 4.**
George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.
Spons Agency—Department of Education, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date—Oct 85
Contract—G0083C0052; HD15052
Note—58p.; Print is small and may not reproduce well.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Ability, Elementary Secondary Education, *Evaluation Methods, *Mediation Theory, *Mental Retardation, Predictive Measurement, *Prompting, Research Needs, Research Projects, *Student Evaluation
Identifiers—*Dynamic Assessment
This paper reviews research literature and research projects of the John F. Kennedy Center for Research on Education and Human Development, on the topics of the utility of dynamic assessment for predicting learning ability, its utility for generating educationally relevant prescriptions, and factors associated with the implementation of dynamic procedures. Following an overview of research issues, a "continuum of assessment services" model is presented. Along the continuum are such forms of dynamic assessment as graduated prompting and mediation assessment. In a discussion of the utility of dynamic assessment for predicting learning ability, static and dynamic assessment are compared, the relation between dynamic assessment and within-and-across-domain transfer is discussed, and directions for future research are outlined. A section on dynamic assessment and educational prescriptions contains observations of young children's learning and directions for future research. Factors related to the implementation of dynamic assessment are then explored. It is concluded that static and dynamic measures produce different estimates of learning, that dynamic assessment is useful for predicting learning, that mediation assessment is effective for remediating strategies that help children improve their performance, and that dynamic assessments can have important effects on teacher expectations. (JDD)

**ED 332 390**                      EC 230 581
**Adaptive Behavior. Abstract 26. Research & Re-**
RIE OCT 1991

sources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Feb 90
Contract—400-84-0010
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of 5 prepaid).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adaptive Behavior (of Disabled), Behavior Problems, Daily Living Skills, Decision Making, *Disabilities, Elementary Secondary Education, *Eligibility, Intelligence, Research Methodology, *Student Evaluation, *Student Placement
The abstract sheet summarizes research reported in "Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth" by Robert H. Bruininks. The research concerned the dimensions of adaptive behavior, its usefulness in placement and eligibility decisions, and differences between ratings of students' adaptive behavior by persons in various roles. The first group of investigations included: a study of the structure of adaptive behavior as a function of age, developmental level, and type of handicap; and an exploration of the relationships between adaptive behavior, maladaptive behavior, and intellectual/academic ability. Synthesis of these and other studies resulted in the following conclusions: (1) the structure of adaptive behavior appears to be represented by one to two dimensions–a large general adaptive behavior factor and a second, relatively small factor, which varies with the particular test used; (2) maladaptive behavior is primarily a two-dimensional construct with social and personal dimensions; and (3) the adaptive behavior construct has minimal overlap or redundancy with the construct of intellectual and academic ability. Other studies found a strong correlation between adaptive behavior and special education placement and a tendency for parents to rate their children higher than teachers. Methodological concerns identified included factor analysis interpretation. Contains two references. (DB)

**ED 332 391**                      EC 231 167
*Paulson, Pearl R.*
**Strategies for Maintaining a Support Group.**
Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—89
Note—71p.; For related document, see ED 321 430.
Available from—Education Development Center, WEEA Publishing Center, 55 Chapel St., Newton, MA 02160 ($7.50 plus $2.00 shipping).
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Decision Making, Financial Support, *Group Dynamics, *Group Unity, Helping Relationship, Interpersonal Communication, *Leadership, *Maintenance, Meetings, *Problem Solving, *Social Support Groups
Identifiers—*Facilitators
This manual is concerned with helping already-established support groups maintain themselves over an extended period of time. It helps facilitators apply principles for addressing such problems as dissension within the group, poor attendance, losing sight of the group's purpose, and overdependence on a leader. The manual contains questionnaires to focus attention on key elements, tools for dissecting problems, forms for summarizing information, and exercises for building long- and short-term plans. Chapters cover the following topics: communication and behaviors that can help group members become more open with each other; specific problems that may confront a facilitator in trying to hold the group together, including situational, personal, and interpersonal factors; problems of attendance at meetings and ways to find out whether the group is meeting members' needs; ideas for helping a group through the difficult transition of losing members or adding new ones; delegating responsibility to group members to help them become more independent; a step-by-step problem-solving strategy for use during group meetings;

and guidelines for identifying the extent of the support group's financial and other needs, agencies that might help, and ways to go about securing their help. (JDD)

**ED 332 392**                      EC 231 170
*Grayson, Joann, Ed.*
**Foster Care and Adoption of Handicapped Children.**
Pub Date—85
Note—5p.; Feature article in this newsletter issue.
Available from—James Madison University, Center for Child Abuse Education, Psychology Department, Harrisonburg, VA 22807 (free).
Journal Cit—Virginia Child Protection Newsletter; v17 p1,3,4 Fall 1985
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adoption, Children, Child Welfare, *Disabilities, *Foster Care, Foster Children, Foster Family, Incidence, Multiple Disabilities, Placement, Recruitment, *Social Services
Identifiers—Virginia
This article discusses the problems and potential solutions surrounding foster care and adoption of handicapped children, with special focus on the situation in Virginia. The growing number of children with multiple handicaps entering foster care is cited, along with the challenge of finding foster parents for them. Social workers are advised to consider three factors in locating foster parents: recruitment, training, and remuneration. Some children in foster care become available for adoption, and efforts to recruit adoptive homes are described. Four handicapped children are featured as examples of children needing placement. "Spotlights" present information about several families who have adopted or provide foster care for handicapped children. (JDD)

**ED 332 393**                      EC 231 171
*Grayson, Joann, Ed.*
**Sexually Victimized Boys.**
Pub Date—89
Note—18p.; Feature article extracted from newsletter issue.
Available from—James Madison University, Center for Child Abuse Education, Psychology Department, Harrisonburg, VA 22807 (free).
Journal Cit—Virginia Child Protection Newsletter; v29 p1,3,5-7,9-11,13,16 Fall 1989
Pub Type— Collected Works - Serials (022) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—At Risk Persons, *Child Abuse, Coping, Evaluation Methods, Incidence, Individual Characteristics, Intervention, *Males, *Sexual Abuse, *Therapy, Victims of Crime
The documented incidence of sexual abuse of boys is reported. Though prevalence rates varied from different sources, all sources agreed that reported cases reflect only a fraction of the actual prevalence. The paper also discusses characteristics of the abusers, risk factors of victims, the effects of abuse, and the coping styles of the young male victims. A section on assessment discusses what to assess and how to assess. Treatment methods described include group, individual, and family therapy. Treatment tasks focus on ensuring safety for the child victim, encouraging the boy to talk candidly about what occurred, and getting in touch with feelings. Ways of assessing and treating sexualized acting out in abuse-reactive children are also explored. Annotations of 12 publications are provided, as well as a 78-item reference list for professionals. (JDD)

**ED 332 394**                      EC 231 172
*Grayson, Joann, Ed.*
**Family Resource Centers: A Way To Grow.**
Pub Date—90
Note—10p.; Feature article in this newsletter issue.
Available from—James Madison University, Center for Child Abuse Education, Psychology Department, Harrisonburg, VA 22807 (free).
Journal Cit—Virginia Child Protection Newsletter; v30 p1,3-8,19-20 Spr 1990
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, At Risk Persons, *Child Abuse, Child Neglect, *Developmental Disabilities, Family Problems, *Family Programs, Intervention, *Parent Education, *Prevention, Program Development, *Resource Centers
Identifiers—*Virginia
Fundamental changes in the family unit have led to ineffective and inadequate parenting, and to in-

creasing isolation among families, placing family members at risk for such social problems as child abuse/neglect and school failure. To prevent and treat these problems, parents need knowledge of child development and tools for responding appropriately to children. These tools are best provided in a group setting which will reduce the problems of social isolation and will provide peer support. Family resource centers have been developed with several variations to provide this assistance. These resource centers and parenting projects have the goals of preventing child abuse and neglect and preventing developmental delays which can result in school failure. Family resource centers in Virginia are described, including Family Focus (Grafton), Richmond County Family Development Center (Warsaw), the Family Center (King and Queen County), and the Parenting Center (Charlottesville). Parenting projects described include Good Beginnings (Portsmouth), Goochland Fellowship and Family Service (Goochland), Stop Child Abuse Now (Richmond), and Parents Anonymous of Virginia (Richmond). The programs use such interventions as parent education, toy libraries, discussion groups, day care, adult basic education, and preschool programs. (JDD)

**ED 332 395**                    EC 231 592
AIDS and Deafness: Resource Directory.
Gallaudet Univ., Washington, DC.; National AIDS Information Clearinghouse, Rockville, MD.
Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.
Pub Date—Oct 89
Note—105p.; This publication supersedes the 1st edition of the AIDS and Deafness Resource Directory (ED 311 661). This publication is updated annually.
Available from—National AIDS Information Clearinghouse, P.O. Box 6003, Rockville, MD 20008 (free, publication number B070).
Pub Type— Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors—*Accessibility (for Disabled), *Acquired Immune Deficiency Syndrome, *Agencies, *Deafness, *Diseases, Partial Hearing, Special Health Problems
The 1989 edition of the annual resource directory provides information on about 140 national, state, and local organizations that offer AIDS (Acquired Immune Deficiency Syndrome) related services to deaf and hard-of-hearing persons. Organizations were selected for inclusion because they provide one or more of the following: TTY/TDD access, sign language interpreters, or educational materials or services geared toward deaf people. Organizations are listed alphabetically by organization name. Each entry provides organization address, phone numbers (including hotlines), access procedures, hours of operation, names and titles of key staff, geographic area served, organization description, information resources produced by the organization, and services provided. Two indexes are provided: the first lists organizations by state and foreign country (Canada and the United Kingdom); the second lists organizations that provide services nationally. (DB)

**ED 332 396**                    EC 231 859
Brinckerhoff, Loring C. And Others
Implementing Regional Consortia for Postsecondary Learning Disability Personnel. Special Education Center Publication Series, Document Number LDC 20.
Connecticut Univ., Storrs. School of Education.
Pub Date—11 Aug 89
Note—15p.; Paper presented at the Annual Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (Seattle, WA, August 11, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, College Students, *Consortia, Cooperative Planning, *Cooperative Programs, Higher Education, Information Networks, *Institutional Cooperation, *Learning Disabilities, Postsecondary Education, *Shared Resources and Services, Staff Development
Identifiers—Northeast Tech Asst Ctr Learning Disabil Coll Prog
State/regional consortia for postsecondary support services programs for learning-disabled students can be an effective means of dealing with such

problems as overworked staff, personnel without adequate understanding of learning disabilities, declining budgets, and lack of political "clout" to compete for limited resources. Consortia can provide access to up-to-date information, a support group for administrative problems, shared expertise, and effective political action. The federally-funded Northeast Technical Assistance Center for Learning Disability College Programming has developed six consortia to better meet its goals of personnel training, program development, and information sharing. State/regional postsecondary consortia also exist in other parts of the United States. The process of developing a consortium involves selecting a key geographic area in which to begin and building from there; building on earlier efforts sometimes initiated by state higher education agencies; scheduling organizational meetings, and subsequently, topical meetings; establishing "focus" groups to address specific issues; and creating informal channels of communication. Includes 11 references. (JDD)

**ED 332 397**                    EC 232 119
Computer Assisted Instruction for Students with Mild Handicaps. Abstract 27: Research and Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Jul 90
Contract—400-84-0010
Note—3p.; For a related document, see ED 324 833.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Drills (Practice), *Instructional Design, *Instructional Effectiveness, *Mild Disabilities, Simulation, Videodisks
The research summary is based on studies reported in "Computer Assisted Instruction in Higher Order Skills for Mildly Handicapped Students: Programmatic Research on Design Principles" by Douglas W. Carnine. Overall, results indicated that well-designed computer-assisted instruction (CAI) can be an effective instructional medium for students with mild handicaps. Four types of CAI—drill and practice, simulations, tutorials, and videodisc—were investigated within the context of four stages of instruction—introduction, modeling, guided practice, and independent practice. Instructional principles examined included: size of teaching sets, cumulative review, explicit strategy teaching, discrimination practice, and elaborated correction. Among findings of specific studies were: shorter vocabulary lists led to faster total mastery; computer-based simulations used for review and practice were more effective than conventional instruction in providing students with practice solving health problems; elaborated feedback (showing student all steps necessary to arrive at the correct answer) was more effective than simple corrective feedback in improving generalization and transfer of new knowledge; direct teacher instruction appeared necessary for tasks combining verbal and mathematical reasoning (e.g., math story problems); and videodisc instruction was highly effective in teaching fractions. (DB)

**ED 332 398**                    EC 232 547
Pendarvis, Edwina D. And Others
The Abilities of Gifted Children.
Report No.—ISBN-0-13-002072-9
Pub Date—90
Note—400p.
Available from—Prentice-Hall, Prentice Hall Bldg., Englewood Cliffs, NJ 07632 ($36.95).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academically Gifted, Adults, *Child Development, Creativity, Delivery Systems, *Educational Needs, Elementary Secondary Education, *Gifted, Gifted Disadvantaged, Intelligence, Leadership, Low Income Groups, Minority Groups, Nature Nurture Controversy, Student Educational Objectives, *Talent, Underachievement

The book is designed as the primary text for courses that consider the nature of giftedness. It offers a strong introduction to the study of gifted education, and is accessible to both undergraduate and graduate students. Chapters address the following topics: the study of gifted students; heredity and environment; intelligence constructs; creativity constructs; adulthood–eminence, leadership, and careers; academically talented children; children with talent in the visual and performing arts; typical gifted development; precocious development; inhibited development–underachievement; unfair discrimination, poverty, and minority gifted children; and methods of talent development. Extensive references are included. (DB)

**ED 332 399**                    EC 300 041
Craig, Patricia D.
Computer-Assisted Instruction in Treble Clef Note Reading for Gifted, Primary Students.
Pub Date—Jan 88
Note—60p.; Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academically Gifted, *Computer Assisted Instruction, Computer Software, Independent Study, Individualized Instruction, Microcomputers, Music Education, *Music Reading, Primary Education, Program Development, Teaching Methods
A program was developed using computer-assisted instruction to enable gifted primary-level students to learn the basic elements of note reading in the treble clef at individual speeds and without stress of competition. The target group was selected from students enrolled in beginning and advanced ukulele classes. The computer-assisted instruction included identification of the music staff, note reading on the treble clef, identification of ledger lines, identification of the music alphabet, word spelling using the music alphabet, and practice in decoding a message using the musical alphabet in combination with the English alphabet. Students applied note-reading skills by preparing and performing a recital piece. All seven of the participants scored at least 80% on a post-test, and all seven of the students were successful in preparing and presenting a recital piece. Appendices contain a list of characteristics of gifted students, a ukulele contract, pre/post-test, form for student evaluation of the program, project outline, documentation for the computer software used, and excerpts from student journals. (Eight references.) (JDD)

**ED 332 400**                    EC 300 130
Ediger, Marlow
Teaching the Gifted.
Pub Date—[91]
Note—10p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behaviorism, *Educational Principles, Educational Psychology, Elementary Secondary Education, *Gifted, Humanism, *Humanistic Education, Learning Theories, *Student Needs, Teaching Methods
This document outlines principles of learning that should be followed by teachers of gifted students. Principles include: (1) students' need to experience challenge in the classroom; (2) students' need to attain as much as individual abilities permit; (3) curricular emphasis on students' personal interests; (4) meaningful experiences; (5) students' opportunities to assist teachers in determining objectives, learning and evaluation procedures; and (6) opportunities to work in committees with others of similar ability. Two psychologies of instruction are described for teaching gifted students: behaviorism with its precisely stated, measurable objectives developed prior to teaching, and humanism with possibilities for students to engage in choosing which objectives to attain and which learning opportunities to pursue. (Three references) (JDD)

**ED 332 401**                    EC 300 263
Irvine, David J.
The Regents' Action Plan and Education of the Gifted. Revised.
New York State Education Dept., Albany.
Pub Date—Jun 89
Note—6p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acceleration (Education), *Educational Improvement, Educational Policy, Educa-

tional Practices, Elementary Secondary Education, *Gifted, Legislation, Special Programs, *State Standards
Identifiers—*New York, State Regulation

A number of the provisions of the "New York State Board of Regents Action Plan To Improve Elementary and Secondary Education Results in New York" and the revised Part 100 of the Education Commissioner's Regulations have implications for the education of gifted students. The provisions include: (1) allowing able students to accelerate so that they can begin high school work in the eighth grade; (2) allowing students to proceed at a pace which challenges them; (3) expanding and improving homework; (4) variances for special programs and special focus schools; (5) student participation in interdisciplinary projects; (6) allowing students to obtain up to 6.5 credits toward graduation through examinations; (7) not requiring a student to remain in high school to complete physical education requirements if he/she has met all other graduation requirements; (8) allowing for interdistrict programs in academic subjects and the arts; and (9) giving students the opportunity to complete the high school program earlier than the regularly scheduled twelfth year. Other developments in New York that will have an impact on gifted education programs are also cited, including the New York State Summer School of Mathematics and Science, and the Center for the Advancement of Academically Talented Youth at Johns Hopkins University. (JDD)

**ED 332 402**                    **EC 300 264**
**Case Management for Individuals with Mental Retardation. ARC Facts.**
Association for Retarded Citizens, Arlington, TX.
Pub Date—Apr 90
Note—3p.
Available from—Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006 (single copy free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Caseworkers, *Delivery Systems, Intervention, *Mental Retardation, Rehabilitation, Social Services
Identifiers—*Case Management

A question-and-answer format is used in this fact sheet to provide information on case management for individuals with mental retardation. The fact sheet describes the major components of a case management system, the role of the case manager, the individual's or family's role in case management, providers of case management services and systems for delivering such services, the elements of "best practice" for a case management system, and conditions that inhibit a case manager's effectiveness. (JDD)

**ED 332 403**                    **EC 300 265**
*Kuhns, Madeline Fisher*
**A Metacognitive Approach to Written Language Instruction for Primary Learning Disabled Students.**
Pub Date—Jun 89
Note—103p.; M.Sc. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Dialog Journals, Elementary Education, *Learning Disabilities, Learning Strategies, Metacognition, *Revision (Written Composition), Self Evaluation (Individuals), Student Attitudes, Teaching Methods, Writing (Composition), *Writing Instruction

A metacognitive approach to written language instruction was implemented to ameliorate the severe deficits in written language exhibited by five learning-disabled third and fourth graders. The 10-week program contained two basic elements: sustained writing practice, and strategy training for revision of written projects. The sustained writing practice involved engaging in a daily written dialogue with another student partner. The strategy for monitoring their written product involved having students evaluate whether their story made sense, was interesting, used proper punctuation, used proper spelling, and used proper capitalization. The results indicated that students benefited from the program by exhibiting improved cognitive ability, improved attitudes toward writing, and improved metacognitive awareness. Appendices include student and teacher interviews, a letter of introduction to parents, a strategy worksheet, a story planning worksheet, punctuation practice, a grading system, and

writing topics. (JDD)

**ED 332 404**                    **EC 300 266**
**Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide. Revised.**
American Council on Education, Washington, DC. HEATH Resource Center.
Spons Agency—Department of Education, Washington, DC.
Pub Date—89
Contract—G0087C3052
Note—5p.
Available from—American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 (single copy free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, Eligibility, Federal Programs, *Mental Retardation, *Physical Disabilities, Postsecondary Education, *Rehabilitation Programs, Social Services, State Programs, *Vocational Rehabilitation

This fact sheet summarizes information about the education-related services provided by federal/state-funded Vocational Rehabilitation Services and describes how to gain access to them. In a question-/answer format, the guide discusses how to find the local vocational rehabilitation office, how to contact the office, procedures involved in acquiring services, determination of eligibility, payment of services, the Individualized Written Rehabilitation Plan, how to handle disagreements with vocational rehabilitation counselors, and termination of vocational rehabilitation services. (JDD)

**ED 332 405**                    **EC 300 267**
*Davie, Ann R.*
**Getting Ready for College: Advising High School Students with Learning Disabilities.**
American Council on Education, Washington, DC. HEATH Resource Center.
Spons Agency—Department of Education, Washington, DC.
Pub Date—90
Contract—G0087C3052
Note—5p.
Available from—American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 (single copy free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Advising, Check Lists, College Admission, College Bound Students, College Choice, *College Preparation, Higher Education, High Schools, High School Seniors, *Learning Disabilities, *Self Evaluation (Individuals)

This checklist outlines steps that students with learning disabilities should consider in preparing themselves for college. In a section titled "The Basics," the checklist calls for consideration of disability awareness; personal and skill development of the student; and assessments, records, and course options in high school. A section titled "College Applications" notes steps involved in getting ready to apply for college, in choosing a college, and in making the transition to college. (JDD)

**ED 332 406**                    **EC 300 268**
**Youth with Disabilities and Chronic Illnesses: An Introductory Guide for Youth and Parents. CYDLINE Reviews.**
Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Jun 90
Contract—MCJ27361-010
Note—24p.
Available from—National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), Adolescents, *Child Rearing, *Chronic Illness, Coping, *Disabilities, Parent Education, Resources, Social Support Groups, Young Adults

This bibliography covers a wide range of issues related to the needs of adolescents and young adults with chronic illnesses and disabilities and their families. For each item in the bibliography, information

provided includes author, title, source, date, and abstract. Price information is given when available. Materials include books, audiotapes, newsletters, comic books, booklets, videotapes, and training packages. The bibliography is divided into "Materials for Youth" (15 items), "Materials for Parents" (24 items), "Materials for Parent Groups" (eight items), and "Other Resources" (which lists six organizational sources and one periodical.) (JDD)

**ED 332 407**                    **EC 300 269**
**Youth with Disabilities and Chronic Illnesses: International Issues. CYDLINE Reviews.**
Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Nov 90
Note—31p.
Available from—National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Chronic Illness, *Community Services, Delivery Systems, *Disabilities, Elementary Secondary Education, Epidemiology, *Global Approach, Health Services, Postsecondary Education, Public Opinion, Public Policy, *Vocational Education, Young Adults
Identifiers—*Attitudes toward Disabled

This annotated bibliography offers an international perspective on attitudes toward adolescents and young adults with disabilities, and policies and service delivery systems impacting these adolescents and young adults. The bibliography provides the author, title, source, and abstract for 19 resources on attitudes toward people with disabilities, 20 resources on community services, 15 resources on health services, 28 resources on educational/vocational services, and eight resources on epidemiology and policy. The bibliography includes monographs, reports, proceedings, reference books, and periodical articles. (JDD)

**ED 332 408**                    **EC 300 270**
**Adolescents with Chronic Illnesses—Issues for School Personnel. Second Edition. CYDLINE Reviews.**
Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Nov 90
Contract—MCJ27361-010
Note—19p.
Available from—National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Chronic Illness, Demography, Educational Needs, Elementary Secondary Education, Family Involvement, Health Needs, Program Descriptions, *Psychological Characteristics, Resources, Social Influences

This resource guide covers the psychosocial and health concerns of adolescents with chronic illnesses. In a section titled "Bibliographic Information," the guide describes 12 books on general medical and social aspects, three resources on demographics, four resources on school issues, and 14 resources on psychosocial and family issues. A section titled "Training Materials" describes four videotapes and a booklet. A final section offers descriptions of six programs serving adolescents with chronic illnesses, providing program name, contact person name, address, telephone number, and abstract. (JDD)

**ED 332 409**                    **EC 300 271**
**Promoting Decision-Making Skills by Youth with Disabilities: Health, Education, and Vocational Choices. 2nd Edition. CYDLINE Reviews.**
Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Aug 90
Contract—MCJ7361-010
Note—26p.
Available from—National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Chronic Illness, Decision Making, Family Role, Health, Psychological Characteristics, Publications, Resources, Secondary Education, Training Methods, Vocational Education, Young Adults
This annotated bibliography offers background information and resource information on decision-making issues for young adults with chronic conditions. The bibliography includes books, journal articles, booklets, audiotapes, and videotapes. For each item listed in the bibliography, the following information is provided: author; title; source; and abstract. The bibliography lists 16 resources on health issues, focusing on ethics, compliance, competence to consent to treatment, and the role of families and professionals; 15 items on psychosocial issues, focusing on issues both affecting and resulting from decision-making processes; 15 references on education and career issues; and 15 training materials. (JDD)

**ED 332 410**                    **EC 300 272**
Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.
Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Jan 91
Contract—MCJ27361-010
Note—48p.
Available from—National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Child Abuse, *Chronic Illness, *Disabilities, Elementary Secondary Education, Individual Development, *Instructional Materials, Parent Education, Reproduction (Biology), *Sex Education, Sex Role, Sexual Abuse, *Sexuality, Training Methods, Young Adults
This annotated bibliography focuses on sexuality issues regarding adolescents and young adults with disabilities and chronic illnesses. The resources are grouped into the following categories: psychosocial development (23 references); attitudes and knowledge (11 references); sex education (34 references); sexual abuse (four references); reproduction (20 references); sex role and functioning (six references); treatment and counseling (13 references); and issues for parents (eight references). The references include books and journal articles primarily from medical periodicals. A separate section of 35 training and educational materials lists videotapes, films, manuals, curricula, booklets, and workbooks for use in training individuals with mental retardation/developmental disabilities, physical disabilities, hearing impairments, chronic illness, and multiple disabilities. (JDD)

**ED 332 411**                    **EC 300 273**
*Kelker, Katharin A.*
Making the System Work: An Advocacy Workshop for Parents. Families as Allies Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 87
Contract—G008435137
Note—58p.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Assertiveness, Change Strategies,

*Child Advocacy, Elementary Secondary Education, *Emotional Disturbances, Learning Activities, *Parent Education, Parent Rights, Parent School Relationship, Problem Solving, Self Evaluation (Individuals), Student Rights, Teaching Methods, *Workshops
The materials in this guide are for the use of trainers who are introducing the concept of advocacy to parents of emotionally disturbed children. The materials describe a 1-day advocacy workshop led by a facilitator who is familiar with the local school district, community and state mental health systems, and state and local political systems. The workshop includes introductory activities; administration of an assertiveness questionnaire; parent rap session; defining advocacy; role playing effective advocacy techniques; identifying problems, possible solutions, and sources of power to correct problems; identifying assertive/passive/aggressive statements; making effective demands; and analyzing one's advocacy potential. The guide includes a rationale for each workshop component, descriptions of activities, lists of materials needed, and notes on the facilitator's role. The guide also includes self-assessment instruments, handouts for workshop participants, worksheets, discussion questions, masters for overhead transparencies, and a 20-item bibliography. (JDD)

**ED 332 412**                    **EC 300 274**
*Kelker, Katharin A.*
Working Together: The Parent/Professional Partnership. Families as Allies Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 87
Contract—G008435137
Note—42p.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Advocacy, *Counselor Client Relationship, Elementary Secondary Education, *Emotional Disturbances, Interaction, Interpersonal Communication, Learning Activities, *Mental Health Workers, *Parent Teacher Cooperation, Problem Solving, Self Evaluation (Individuals), Social Workers, Special Education Teachers, Teaching Methods, *Teamwork, *Workshops
This guide presents materials for use in a workshop designed for a combined audience of parents of children with emotional handicaps and professionals in the mental health and special education fields. The workshop is designed to provide quality interactions between parents and professionals that may affect their attitudes toward each other in a relatively short period of time. The format of the workshop allows a venting of the feelings parents and professionals may have about each other, and then moves beyond feelings to demonstrate the ways that parents and professionals can work together as a team. The workshop starts with self-analysis, moves through group and team work, and back to self-analysis. The workshop covers sources of feelings, approaches to cooperation, techniques of listening, messages to avoid, roles of professionals, and needs of parents. The workshop guide offers a rationale for each component of the workshop, identifies activities to take place during each component, lists materials needed, and notes the role of the facilitator. The guide includes a self-analysis questionnaire for professionals and for parents, the script of a video depicting an interaction between a parent of a teenage son and a social worker, and a 15-item bibliography. (JDD)

**ED 332 413**                    **EC 300 275**
*Norman, Loretta, Ed.   Friesen, Barbara J.*
Glossary of Acronyms, Laws, and Terms for Parents Whose Children Have Emotional Handicaps. Families as Allies Project. Second Edition.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Mar 88
Contract—G008435137

Note—19p.
Pub Type— Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abbreviations, *Definitions, *Emotional Disturbances, *Federal Legislation, *Vocabulary
This reference guide provides a glossary of over 80 acronyms relevant to the area of serving children with emotional handicaps. It lists eight federal laws by their commonly used abridged names (such as Section 504) and notes the formal name of each law and its purpose. The guide also provides definitions for almost 100 terms important in the emotional handicaps field, such as oppositional disorder, least restrictive environment, and adjudicated. (Two references) (JDD)

**ED 332 414**                    **EC 300 276**
*Vosler-Hunter, Richard W.*
Changing Roles, Changing Relationships: Parent-Professional Collaboration on Behalf of Children with Emotional Disabilities. Families as Allies Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 89
Contract—G00943517
Note—57p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Change Strategies, Check Lists, Child Advocacy, *Cooperation, Counselor Client Relationship, *Emotional Disturbances, *Mental Health Workers, *Parent Participation, *Teamwork
This handbook aims to help parents of emotionally disabled children and professionals serving emotionally disabled children to put the concept of collaboration into practice, to understand the barriers to collaboration, and to develop strategies to overcome those barriers and promote a working partnership. Factors that may influence or inhibit the process of collaboration are discussed. Elements of collaboration are outlined, such as mutual respect for skills and knowledge, and shared planning and decision making. Strategies toward collaboration are described, for implementation by parents, by professionals, and by parents and professionals jointly. An appendix contains checklists for effective parent-professional collaboration to be administered to professionals, parents, service providers, state agencies, and professional training programs. Another appendix lists 13 organizational resources, four training materials on parent-professional collaboration, and three handbooks for starting and maintaining parent support groups. (35 references) (JDD)

**ED 332 415**                    **EC 300 277**
*Smieja, Linda L.   And Others*
Brothers and Sisters of Children with Disabilities: An Annotated Bibliography. Families as Allies Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Aug 90
Contract—G0087C0222-88
Note—60p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Emotional Disturbances, Family Influence, Family Programs, Helping Relationship, Parent Child Relationship, Parent Education, Personal Narratives, *Sibling Relationship, *Siblings
This annotated bibliography provides a comprehensive review of literature focusing on brothers and sisters of children with emotional disorders. Some material addressing brothers and sisters of children who have physical, mental, or developmental disabilities is also included. The bibliography lists approximately 80 references covering a 10-year span beginning in 1979. The first section, "Personal Sharing and Fiction," focuses on personal experi-

ences of parents or siblings of a child who has a disability. The topics most often discussed are children's perceptions of their relationship with their sibling, changes in these views in the adult years, and parents' perceptions of the nondisabled child's feelings. "The Effects of Children with Disabilities on Their Brothers and Sisters" focuses on possible causes of disabilities and the impact of having a sibling with a disability. "Relationships between Children and Their Brothers or Sisters with Disabilities" examines one specific aspect of the impact of having a sibling with a disability. "Services and Education for Family Members" lists articles concerning parental interventions, sibling groups, workshops, and respite care. "Siblings as Interveners" examines the potential for children to modify the behavior of a brother or sister with a disability and indicates benefits for both children. An author index and subject index are provided. (JDD)

**ED 332 416**                    **EC 300 278**
Mason, James L.  And Others
The Multnomah County CAPS Project: An Effort To Coordinate Service Delivery for Children and Youth Considered Seriously Emotionally Disturbed. A Process Evaluation. Therapeutic Case Advocacy Project.
Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Jun 87
Contract—G008435137
Note—43p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agency Cooperation, Case Studies, Child Advocacy, *Cooperative Planning, *Emotional Disturbances, *Formative Evaluation, Intervention, Mental Health Clinics, Mental Health Programs, Models, Networks, Program Administration, *Program Development, Program Implementation, Pupil Personnel Services
Identifiers—*Multnomah County CAPS Project OR
This report is a case study on the process of developing interagency collaboration on behalf of emotionally handicapped children and their families. Based on a process evaluation conducted for the Multnomah (Portland, Oregon) Board of County Commissioners, the case study examines a therapeutic case advocacy project which sought to promote greater coordination among the county's school mental health program and five community mental health centers. The case study evaluates how the project organized, publicized, and established itself during its first year. The report discusses: project background (source of funding, project rationale, selection of participating organizations, and initial goals and assumptions); work group formation; planning and design for interagency collaboration; and service teams for project implementation (team processes, role clarification, accountability, and characteristics of referrals for services). Recommendations are offered for consideration in designing similar projects. An appendix contains a project description and administrative forms. (JDD)

**ED 332 417**                    **EC 300 279**
Goldenberg, Paula C.  Young, Thomas M.
Interagency Collaboration: An Annotated Bibliography for Programs Serving Children with Emotional Disabilities and Their Families. Therapeutic Case Advocacy Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 89
Contract—G00943517
Note—109p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Agency Cooperation, Community Programs, Cooperative Planning, *Delivery Systems, *Emotional Disturbances, Family Programs, Graduate Study, Professional Education, *Program Descriptions, Program Evaluation, State Programs, Theories

This bibliography is intended to be a survey of interagency collaborative literature, with a focus on programs for children (especially children with emotional disabilities) and their families. The bibliography is divided into chapters covering the following areas: (1) writings describing actual collaborative efforts by agencies, on both the local and state levels (33 entries); (2) exhortative writings, reflecting the authors' opinions of various aspects of interagency collaboration, also on the local and state levels (17 entries); (3) suggestions for professional training in interagency collaboration (two entries); (4) theoretical perspectives (seven entries); and (5) evaluation of interagency collaboration efforts (12 entries). Each entry includes a brief synopsis of the book or article, a more detailed abstract that describes its content, and an editorial comment that defines the audience addressed by the author. Author and subject indexes are provided. (JDD)

**ED 332 418**                    **EC 300 280**
Yoakum, Katie S.  Young, Thomas M.
Choices for Treatment: Methods, Models, and Programs of Intervention for Children with Emotional Disabilities and Their Families. An Annotated Bibliography. Therapeutic Case Advocacy Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 89
Note—161p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Emotional Disturbances, Evaluation Methods, *Intervention, *Models, Program Descriptions, Theories, *Therapy
This bibliography was developed to explore the range of therapeutic interventions and innovative strategies and programs used with children and adolescents with emotional problems. The bibliography covers literature published in the 1980s and is divided into five sections: program descriptions (34 entries); treatment strategies (63 entries); evaluation of treatment strategies (15 entries); theory (12 entries); and other (7 entries). Each entry includes a synopsis of the main topic of the article, book, or chapter reviewed; an abstract that describes the content in more detail; and an editorial comment. Author and subject indexes are provided. (JDD)

**ED 332 419**                    **EC 300 281**
Mason, James L.  Young, Thomas M., III
Therapeutic Case Advocacy Workers' Handbook. Therapeutic Case Advocacy Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Jun 90
Contract—G0087C0222-88
Note—46p.; For a related document, see EC 300 282.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agency Cooperation, Change Strategies, *Child Advocacy, *Delivery Systems, *Emotional Disturbances, Group Dynamics, Group Structure, Interdisciplinary Approach, Intervention, Models, Program Evaluation, Program Implementation, Teamwork
Identifiers—*Case Management
This training guide is intended as an aid for agencies and professionals in creating interagency efforts to provide comprehensive care to children and youth with serious emotional disorders and their families. It is not a generic concept but a specific approach to providing care. Section I addresses the key assumptions that undergird the model, concerning child characteristics, viewing emotional disorders as disabilities, service needs, and systems of care. Section II discusses the roles and structures associated with the application of the concept of therapeutic case advocacy task groups. Section III outlines the components the model uses to affect changes in environments, systems, or people's behavior. These components include case advocacy,

interpersonal intervention, and care management. Each component is guided by certain principles of action and a cluster of skills which are identified. Section IV addresses group process issues that must be acknowledged. Section V examines some basic evaluation concerns. (Three references) (JDD)

**ED 332 420**                    **EC 300 282**
Mason, James L.  Young, Thomas M., III
Therapeutic Case Advocacy Trainers' Guide: A Format for Training Direct Service Staff and Administrators. Therapeutic Case Advocacy Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Jun 90
Contract—G0087C0222-88
Note—59p.; For related documents, see EC 300 281.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agency Cooperation, *Child Advocacy, Community Resources, *Delivery Systems, *Emotional Disturbances, Family Involvement, Family Programs, Individualized Programs, Interdisciplinary Approach, Intervention, Models, Organizational Development, Program Development, Program Evaluation, Resources, Teamwork, Training Methods
Identifiers—Case Management
This guide assists in establishing a collaborative unit or a task group to deliver services to children and youth with serious emotional disabilities and their families. The guide is not intended to be an exhaustive manual, but does address the primary activities of professionals using interagency collaboration to establish comprehensive systems of care. The guide creates a system of care using a therapeutic case advocacy approach, considering three components (case advocacy, interpersonal interventions, and case management) at three levels (interagency organizational, and case levels). Activities and exercises are presented for four training goals: (1) understanding emotional disorders; (2) creating the individualized system of care; (3) resource identification and development; and (4) applying the components of the model. An appendix contains forms useful in evaluating whether the therapeutic case advocacy model produces changes over time in the expectations, instructions, supports, and rewards of designated behavior settings within the children's environment. The forms gather data based on environmental characteristics, children, unit participants, the service team, and parents. (Five references) (JDD)

**ED 332 421**                    **EC 300 283**
Modrcin, Matthew J.  And Others
Youth in Transition: A Description of Selected Transition Programs Serving Adolescents with Emotional Disabilities. Youth in Transition Project.
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 89
Contract—G008435137
Note—164p.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adolescents, *Delivery Systems, *Emotional Disturbances, High School Equivalency Programs, Hospitals, National Surveys, Parent Participation, Program Descriptions, Residential Programs, Secondary Education, Special Education, Special Programs, *Transitional Programs, *Youth Programs
Identifiers—Case Management
This monograph addresses the transition needs of adolescents with serious emotional disabilities, describing programs in various settings and states. An introductory chapter discusses the concept of transition and outlines service components. Findings from a national survey of 53 transition programs are then presented. Findings indicated that 60% of the

programs offered transition planning. Transition services offered by the majority of programs were, in rank order, independent living skills, career education, interpersonal relationship skills, leisure time training, and vocational training. Over 72% of the programs reported that parents were involved in planning and determining interventions on behalf of their adolescent. Descriptions of the 53 programs are then provided, categorized into five areas: transition programs integrated within residential treatment settings; hospital-based transition programs; school-based programs; case management programs; and transition programs that are components of multi-service agencies targeting adolescents and young adults. Each program description discusses funding, philosophy, staffing, program components, and services. (Six references) (JDD)

**ED 332 422**                    EC 300 284
*Koroloff, Nancy M.   Modrcin, Matthew J.*
**Transition Policies Affecting Services to Youth with Serious Emotional Disabilities. Youth in Transition Project.**
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 89
Contract—G008435137
Note—205p.; Some print in individual states' policies may not be legible.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adolescents, *Agency Cooperation, Education Work Relationship, *Emotional Disturbances, Policy Formation, *Public Policy, Secondary Education, *State Legislation, State Standards, *Transitional Programs, Youth Programs
This monograph examines ways in which state level policies have facilitated the orderly planning and delivery of transition services for youth with serious emotional disorders. It describes the categories of policies (legislative acts and interagency agreements) and analyzes six categories of policy content. Nine components necessary in a comprehensive transition policy that supports the needs of youth with serious emotional disabilities are discussed. The final section of the monograph contains a summary of the transition policies collected from 17 states and presents copies of the policy documents. States included are Alabama, Alaska, Arizona, California, Colorado, Delaware, Illinois, Kansas, Maine, Maryland, Massachusetts, Minnesota, New York, Ohio, South Carolina, Tennessee, and Washington. For each state, the monograph describes relevant policies, parties involved, purpose, process, relevance to children with emotional disabilities, and contact person. (12 references) (JDD)

**ED 332 423**                    EC 300 285
*Thomas, Nancy E., Ed.   Friesen, Barbara J., Ed.*
**Next Steps: A National Family Agenda for Children Who Have Emotional Disorders. Conference Proceedings (Arlington, Virginia, December 10-11, 1988).**
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Jun 90
Contract—G0087C0222-88
Note—55p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, *Change Strategies, *Child Advocacy, Child Custody, Cooperative Planning, Delivery Systems, Elementary Secondary Education, *Emotional Disturbances, Family Programs, Organizational Development, *Parent Participation, Parent School Relationship, Program Development, Social Action, *Social Services, Social Support Groups, Teamwork
Identifiers—Case Management
The Next Steps Conference was one of a series of meetings held for the purpose of increasing the capacity of family members, professionals, and other interested citizens to work together on behalf of children who have serious emotional disorders and

to shape an agenda for improved services. The conference was organized around four major issues: family support services; access to appropriate educational services; relinquishing custody as a means of obtaining services; and coordination of services at the individual family level (case management). During the conference, parent-professional teams presented information about the themes, convened into working groups to set goals, held sessions on developing parent organizations and building coalitions, and developed strategies to meet their goals. Participants also discussed establishing a national network to improve services. This proceedings document presents: a conference agenda; introductory remarks; presentations on the four theme issues; guidelines on organization at the national level, state level, and local level; and goals and recommendations. (JDD)

**ED 332 424**                    EC 300 286
*Rider, Mary Elizabeth   Mason, James L.*
**Issues in Culturally Competent Service Delivery: An Annotated Bibliography. Minority Cultural Initiative Project.**
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Aug 90
Contract—G0087C0222-88
Note—83p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—American Indians, Asian Americans, Black Youth, Children, Cultural Context, Cultural Differences, *Cultural Influences, Cultural Pluralism, *Delivery Systems, *Emotional Disturbances, Hispanic Americans, *Minority Groups, Pacific Americans, Social Services, Theory Practice Relationship, Youth
Identifiers—African Americans, Latinos, Native Americans, Pacific Islanders
This annotated bibliography was developed as a part of the Minority Cultural Initiative Project to help explore the issue of culturally competent service delivery to children and youth with emotional disabilities and their families. The review was limited to contemporary perspectives spanning the last three decades and covering communities or groups of color within the United States. It is an attempt to present theoretical perspectives regarding culturally appropriate service delivery and to show practice applications of theory and research. The bibliography is divided into a section of approximately 50 entries addressing multicultural issues and four sections addressing culturally specific areas: African-American (20 entries); Asian-American/Pacific Islander (six entries); Hispanic-Latino American (13 entries); and Native American (39 entries). The annotations offer a blend of both cognitive and behavioral dimensions. Author and subject indexes are provided. (JDD)

**ED 332 425**                    EC 300 287
*Koroloff, Nancy M.   And Others*
**Statewide Parent Organization Demonstration Project: Final Report.**
Portland State Univ., OR. Research and Training Center on Family Support and Children's Mental Health.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Aug 90
Contract—G0087C0222-88
Note—62p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Delivery Systems, Demonstration Programs, *Emotional Disturbances, Federal Programs, Models, *Networks, *Parent Associations, *Program Development, Program Evaluation, Social Support Groups, State Programs, Statewide Planning, Technical Assistance
Identifiers—Hawaii, Minnesota, Montana, Virginia, Wisconsin
The National Institute on Disability and Rehabilitation Research and the National Institute of Mental Health jointly sponsored a project for the development of statewide organizations for parents

of children with emotional disorders. The Statewide Parent Organization Demonstration Project (SPODP) has two major goals: to stimulate and support the development of model statewide parent organizations that have the capacity to provide technical assistance, information, support, and networks to parents and parent organizations within states; and to evaluate the conceptualization, implementation, and outcome of these models to inform decision-makers about the most effective approaches in promoting such activity within states. The SPODP funded five extant parent organizations to develop statewide parent networks and organizational structures, in Hawaii, Minnesota, Montana, Virginia, and Wisconsin. This report describes development of the SPODP and examines the accomplishments of the organizations in the five states selected as demonstration sites. The description of each state's project is followed by a summary of quarterly data submitted by the project. The report concludes with results from a qualitative research study of the five parent organizations' goal attainment and issues and barriers impeding implementation of a statewide parent organization. Results suggest that local groups need 2-3 years and resources of approximately $30,000 per year to establish a strong and well-functioning statewide parent organization. (JDD)

**ED 332 426**                    EC 300 288
*Vogelmann-Peper, Marcella*
**Establishing Behavioral and Assessment Criteria through the Use of a Behavioral Level System for Dealing with Self Contained EH Elementary School Children.**
Pub Date—90
Note—66p.; For a related document, see EC 300 289. Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavior Modification, Behavior Problems, *Classroom Techniques, Elementary Education, *Emotional Disturbances, Evaluation Criteria, Inservice Teacher Education, Intervention, Locus of Control, Mainstreaming, Parent Education, *Personal Autonomy, Special Classes, Student Behavior, *Student Evaluation, Student Needs
This practicum was designed to establish behavioral and assessment criteria for dealing with seriously emotionally disturbed elementary students enrolled in self-contained emotionally handicapped (EH) units. A primary goal was to provide out-of-field EH teachers with an objective tool for continuously assessing students' individual behavioral and affective needs and progress to ensure dynamic and individualized programming for all EH children. The second aim was to establish a behavioral program whereby students moved from external to internal means of controlling inappropriate and dysfunctional behavior. Inservice training sessions on behavioral techniques were provided for teachers and aides, and monthly parent-training sessions were conducted to assist parents in managing their child at home. A three-level system was implemented whereby students could move from most restrictive to least restrictive levels, leading to a return to the mainstream. Positive results were achieved. Teachers logged students' daily behavioral charts and conducted periodic evaluations of the data gathered. The EH students reduced their maladaptive behaviors in class, and more than 50% of the students moved from more restrictive to less restrictive levels. Time-out was substantially reduced and most children attended at least one mainstream class by the end of the 8-month program implementation period. Appendices contain a parent questionnaire concerning discipline, a parent survey form, and a rating sheet for student behavior. (25 references) (Author/JDD)

**ED 332 427**                    EC 300 289
*Vogelmann-Peper, Marcella*
**Teaching Elementary School Teachers Cognitive-Behavioral Techniques To Address ADDH Behaviors in the Classroom Setting.**
Pub Date—89
Note—76p.; For a related document, see EC 300 288. Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Attention Deficit Disorders, Behavior Modification, Classroom Techniques, Cognitive Processes, Elementary Education,

*Hyperactivity, *Inservice Teacher Education, Intervention, Self Evaluation (Individuals), Student Behavior
Identifiers—Self Monitoring

This practicum was designed to address attention deficit and hyperactive behaviors (ADDH) in the elementary classroom setting. The primary goal was to provide teachers with an effective intervention technique which requires little time and addresses the ADDH syndrome. A second aim was to increase teachers' understanding of the ADDH syndrome and its etiology, and to familiarize regular classroom teachers with current treatment methods for overactive and impulsive behaviors. The Conners' Behavior Rating Scale (Abbreviated Form) was used to identify third-to-fifth grade ADDH students referred by classroom teachers as being overactive and inattentive. Teachers of eight identified students were trained to reinforce and monitor their ADDH children's self-rating and self-instruction. The eight students received training in self-rating and self-instruction when working independently. Weekly meetings were held with the students to raise self-esteem, responsibility, and self-awareness, and to review and reinforce targeted behaviors, work completion, and accuracy in completed work. Results indicated that the students did, in general, decrease their off-task, out of seat, and impulsive behaviors. Work completion increased and accuracy in completed work improved only slightly. Teachers' understanding of ADDH issues increased and teachers reported positive behavior changes among their students. Appendices contain background information on behavior problems, a teacher questionnaire, and rating sheets. (22 references) (Author/JDD)

**ED 332 428**                    **EC 300 290**
*Harmon, Adrienne S.  Leach, Lynda N.*
**Annotated Bibliography on Transition from School to Work. Volume 5.**
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—90
Contract—300-85-0160
Note—275p.; For related documents, see ED 279 115, ED 291 168, ED 303 026 and ED 318 166.
Pub Type—  Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors—Demonstration Programs, *Disabilities, *Education Work Relationship, *Federal Programs, Intervention, Postsecondary Education, Secondary Education, *Transitional Programs
Identifiers—*Office of Special Educ Rehabilitative Services

This volume is the fifth in a series of monographs documenting the literature in the field of transition from school to work for students with disabilities. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. The 448 entries are arranged by an entry number that is linked to author, title, and subject descriptor indexes. Materials produced by projects funded by the Office of Special Education and Rehabilitative Services (OSERS) are listed by competition number in the "OSERS Project Products Listing." Another list includes documents produced by the Secondary Transition Intervention Effectiveness Institute of the University of Illinois at Urbana-Champaign that have been entered into the ERIC (Educational Resources Information Center) database. (JDD)

**ED 332 429**                    **EC 300 291**
*Wagner, Mary  Cox, Robert*
**Parents' Reports of Students' Involvement with Vocational Rehabilitation Agencies in the First Years after Secondary School. A Report from the National Longitudinal Transition Study of Special Education Students.**
SRI International, Menlo Park, Calif.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—Feb 91
Contract—300-87-0054
Note—53p.
Pub Type—  Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Agency Cooperation, *Disabilities, Eligibility, Graduate Surveys, High School Grad-

uates, Institutional Cooperation, Longitudinal Studies, Networks, Participant Characteristics, *Rehabilitation Programs, Secondary Education, Socioeconomic Status, State Programs, Transitional Programs, Trend Analysis, Vocational Rehabilitation
Identifiers—Impairment Severity, *Service Utilization

This report examines the extent to which young people with disabilities were reported by parents to have received services from their state's Vocational Rehabilitation Agency during the first few years after secondary school. Data came from the National Longitudinal Transition Study of Special Education Students (NLTS), representing more than 8,000 students (ages 13-21) enrolled in special education in 1985-86. Data were collected in 1987 from telephone interviews with parents, from school records, and from a survey of educators. Results show that: (1) approximately 14% of out-of-school youth aged 16 or older applied for vocational rehabilitation (VR) services; (2) the young people who applied generally had more severe disabilities and higher socioeconomic status than those who did not apply; (3) students who attended schools that frequently contacted adult vocational rehabilitation activities in transition activities were more likely to have applied for VR services; (4) 69% of applicants for VR services received services; (5) a more active relationship between schools and VR agencies also appeared to benefit applicants for services in terms of an increased likelihood of receiving services; and (6) examination of rates of application for VR services across the first 4 years after high school showed no significant change in rates over time. Appendices contain an overview of the NLTS and information on variable construction and measurement issues. (Includes seven references.) (JDD)

**ED 332 430**                    **EC 300 292**
*Hayden, Mary F., Ed.  Shoultz, Bonnie, Ed.*
**Self-Advocacy, Feature Issue of IMPACT.**
Minnesota Univ., Minneapolis. Inst. on Community Integration.; Minnesota Univ., Minneapolis. Research and Training Center on Community Living.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—91
Note—21p.
Journal Cit—IMPACT; v3 n4 Win 1990-91
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Activism, Adults, *Advocacy, *Disabilities, Normalization (Handicapped), Personal Autonomy, Political Power, *Self Determination, *Social Action, Social History, Social Support Groups
Identifiers—*Self Advocacy

This newsletter issue gives people with disabilities the opportunity to educate others about self-advocacy. Twelve of its 17 articles are by individuals with disabilities who are self-advocates, or by other representatives of self-advocacy organizations. It includes information on self-advocacy strategies and examples of its impact on lives. Article titles and their authors include: "Out of My Old Life and into My New One" (Michael J. Kennedy); "A Short History of American Self-Advocacy" (Bonnie Shoultz); "Starting Local Self-Advocacy Groups" (Nancy Ward); "Advocacy in the Danger Zone" (interview with Debbie Robinson); "Self-Advocates and the Legislature: Making Voices Heard at the Capitol" (Walter Rupp); "Independence or Sponsorship: An Issue for Self-Advocacy Groups" (Bonnie Shoultz); "Who Can Teach Change Better?" (Beatrice Roth); "Elements of Choice" (Dennis J. Campbell); "Confessions of a Professional" (Mary F. Hayden); "A New National Organization? News from the First North American People First Conference" (Bonnie Shoultz); "Self-Advocates on Boards and Committees"; and "Tennessee Self-Advocates Conduct Quality Assurance Surveys." A list of 11 resources is included. (JDD)

**ED 332 431**                    **EC 300 293**
*Magne, Olof*
**Dysmathematics: Facts and Theories Concerning Mathematics Learning for Handicapped Pupils. Education and Psychological Interactions, No. 106.**
Lund Univ. (Sweden). Malmo School of Education.
Pub Date—Jan 91

Note—70p.
Pub Type— Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Elementary Education, Error Patterns, Foreign Countries, Handicap Identification, *Learning Disabilities, Learning Theories, Low Achievement, Mathematics Anxiety, Mathematics Instruction, *Mathematics Skills, Models, Play, Remedial Mathematics, Student Characteristics, Teaching Methods
Identifiers—Constructivism, Didactic Teaching, Dyscalculia, *Dysmathematics

This literature review explores the phenomenon of dysmathematics and problems in its definition. Dysmathematics is suggested as a modern term for low achievement in mathematics. This document addresses: (1) concomitant variables associated with dysmathematics; (2) mathematical characteristics of dysmathematicians; (3) diagnosis and prescription and their basis; (4) error patterns; (5) remediation of pupils with mathematical disabilities; and (6) didactics in mathematics for handicapped students. A theory describing dysmathematics as a set of complex and multi-factored disabilities is emphasized. Three major remediation models are presented: the content deviation model, the behavior deviation model, and the factor-interplay model, which proposes that mathematical learning should simultaneously comprise both subject matter and learner reactions. Further constructivist approaches to remediation are called for, with increased emphasis on play didactics. Includes 203 references. (PB)

**ED 332 432**                    **EC 300 294**
**District 75/Citywide E.C.I.A. Chapter 1, P.L. 89-313 Handicapped Program, 1989-90. State Report. OREA Report.**
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Pub Date—Aug 90
Note—38p.; Prepared by the Special Education Evaluation Unit.
Available from—Special Education Evaluation Unit, Office of Research, Evaluation, and Assessment, 110 Livingston St., Room 736, Brooklyn, NY 11201.
Pub Type— Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Communication Aids (for Disabled), Consultation Programs, *Educational Equipment, Educational Objectives, Elementary Education, *Inservice Teacher Education, Microcomputers, Program Evaluation, Purchasing, *Resource Teachers, *Severe Disabilities, Supplementary Education
Identifiers—New York City Board of Education

This New York City Public Schools program was designed to augment the basic instruction of students with severe handicaps who were formerly educated within state-operated or state-supported schools or institutions. The program's teacher trainer provided up-to-date materials and equipment, individual consultation, support, and group training to teachers of program-eligible students. Teachers reported receiving a total of 1,125 items consisting of prevocational and vocational, audiovisual, adaptive, and communication-related equipment and materials, as well as computer hardware and software. Staffing was limited by problems in hiring a computer teacher trainer, and other problems occurred in timely identification of students and acquisition of equipment. While respondents overall were enthusiastic about service received, objectives for student outcomes were not met. Participants were especially enthusiastic about the dysphagia and augmentative communication workshops and the Arts in Residency programs. Recommendations are made for expanded staffing, improved identification and tracking procedures, simplified equipment purchasing processes, and continued inservice training. (PB)

**ED 332 433**                    **EC 300 295**
**Special Education and Resource Center (SETRC), 1989-1990. OREA Report.**
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Pub Date—Aug 90
Note—30p.; Prepared by the Special Education Evaluation Unit.
Available from—Special Education Evaluation Unit, Office of Research, Evaluation, and Assessment, 110 Livingston St., Room 736, Brooklyn, NY 11201.
Pub Type— Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—*Disabilities, Elementary Secondary Education, Information Services, Inservice Teacher Education, *Parent Education, Program Evaluation, Program Implementation, *Resource Centers, Special Education, State Programs, Training, Training Objectives, Vocational Education, *Workshops
Identifiers—New York City Board of Education, Special Education Training and Resource Center NY

The 1989-90 activities of New York City Public Schools' Special Education Training and Resource Center (SETRC), supported by the New York State Education Department, are reviewed and evaluated. The resource center program was designed to provide training to regular, special, and occupational education personnel; parents; and support services staff in order that all might work effectively with handicapped students. The SETRC program targeted four areas for training: educational personnel; local needs; parents; and information dissemination. The SETRC also provided information and materials through its nine regional centers. The program's training objectives for occupational education personnel, local needs, parent training, support staff, and elementary and special education personnel were met and exceeded, although objectives for training of regular education personnel were not quite met. Recommendations for rescheduling workshops, meeting materials needs, and inservice training are discussed. (PB)

**ED 332 434**          EC 300 296
*Stroul, Beth A.*
**Child and Adolescent Service System Program Technical Assistance Research Meeting: Summary of Proceedings (Washington, DC, May 1-2, 1990).**
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
Pub Date—Dec 90
Note—117p.
Available from—Georgetown University Child Development Center, CASSP Technical Assistance Center, 2233 Wisconsin Ave., N.W., Suite 215, Washington, DC 20007 ($5.50).
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, Children, Delivery Systems, *Emotional Disturbances, Federal Regulation, Financial Support, Grants, Human Services, *Mental Health Programs, Outcomes of Treatment, *Program Effectiveness, Program Evaluation, Research Design, Sampling, *Technical Assistance
Proceedings are presented from a meeting designed to encourage and assist university-based researchers and public policy-makers in the formation of meaningful, long-term collaborations that would ultimately increase chances of competing successfully for research grants on the efficacy of services and systems of care for children and adolescents with serious emotional disturbances. The proceedings emphasize the use of experimental design. Summarized presentations are offered in the following areas: "Relating Child and Adolescent Service System Program Goals to a Research Design"; "Issues in Research Design"; "Sampling Issues"; "Measures/Outcomes—System Outcomes"; "Measures/Outcomes—Client Outcomes"; and "Institutional Review Boards." Appendices, which comprise over half the document, include: (1) "Research on Service Delivery and Systems of Care: Recommendations for the NIMH Child Mental Health Research Plan"; (2) "Issues in Research Design" by Michael Hendricks; (3) "Vermont System for Tracking Client Progress"; (4) "Some Possible Measures for Improvements to the CASSP System and Service Delivery" by Michael Hendricks; (5) federal regulations on protection of human subjects; and (6) a list of four technical assistance resources. (19 references) (PB)

**ED 332 435**          EC 300 297
*Center, David B.   Eden, Andrea*
**A Search for Variables Affecting Under-Identification of Students with Behavioral Disorders: II.**
Pub Date—[90]
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Disorders, Definitions,

*Delivery Systems, Educational Diagnosis, Educational Policy, Elementary Secondary Education, *Emotional Disturbances, Handicap Identification, *Political Influences, Political Parties, Politics of Education, State Departments of Education
Identifiers—*Republican Party

This study investigated the possible relationship between level of service to students with behavioral disorders and: restrictiveness of State Department of Education positions on interpretation of the definition of serious emotional disturbance, of the social maladjustment exclusion in that definition, and a state's degree of republicanism. The study, which involved a review of states' voting records and a survey of 48 state and territorial directors of special education, found that the majority of respondents preferred the least restrictive interpretation of the definition of serious emotional disturbances and the most restrictive interpretation of the social maladjustment exclusion. Interpretation of definition and republicanism had positive correlations with behavioral disorders service level. (18 references) (Author/PB)

**ED 332 436**          EC 300 298
**PRISE Reporter, Volume 21, No. 1-5, October 1989-June 1990.**
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date—Jun 90
Note—33p.
Journal Cit—PRISE Reporter; v21 n1-5 Oct-Jun 1989-90
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Problems, Classroom Techniques, Congenital Impairments, *Consultation Programs, Curriculum, *Disabilities, Discipline, Economically Disadvantaged, Educational Cooperation, Elementary Secondary Education, *High Risk Students, Homeless People, Peer Relationship, *Prenatal Influences, Preschool Education, Substance Abuse, Teacher Student Relationship, Teaching Methods, Teamwork
The five issues in volume 21 of this newsletter report on issues and happenings in the education of handicapped students. Feature articles include: "Facilitating Consultation through Peer Collaboration" (Marleen C. Pugach and Lawrence J. Johnson); "Homeless Children: Educational Strategies for School Personnel" (Michelle F. Linehan); "Curriculum and At-Risk Learners: Coherence or Fragmentation?" (Richard L. Allington); "Classroom Noncompliance and Teacher- Student Interactions" (Hill M. Walker); and "Working with Children at Risk Due to Prenatal Substance Exposure" (Carol K. Cole and others). In addition to the feature article, issues contain current literature citations and descriptions of instructional materials, audiovisual materials, legislation and litigation, research, implementation models, and other resources. (PB)

**ED 332 437**          EC 300 299
*Griffin, Abbey   And Others*
**Gallaudet University Child Development Center's Model Integration Program.**
Pub Date—Mar 91
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, College School Cooperation, *Day Care, *Deafness, Demonstration Programs, Elementary Education, *Mainstreaming, Models, *Preschool Curriculum, Preschool Education, *Social Integration, Teaching Methods
Identifiers—Gallaudet University DC, *Kendall Demonstration Elementary School DC
This paper describes the Gallaudet University Child Development Center (an early childhood program serving the children of university staff, faculty, and students), focusing on its model integration program at the Kendall Demonstration Elementary School (District of Columbia). The program uses a "split placement" model to promote integrative socialization experiences through regular, part-time interaction between deaf Kendall School children and hearing children at the Child Development Center. The program demonstrates use of campus school and academic department resources to provide necessary special services to children, families, and early childhood professionals. The program

seeks to develop an effective interagency cooperative model for the provision of services to deaf children within a child care setting; and to design and implement an educational, social, language-rich, integrated preschool curriculum. Program objectives, essential program components, teaching strategies, and potential nationwide target population are discussed. (22 references) (PB)

**ED 332 438**          EC 300 300
*Hoctor, Marge. Ed.*
**Teaching with Technology.**
California Association for the Gifted.
Pub Date—Jan 91
Note—37p.
Available from—California Association for the Gifted, 23684 Schoenborn St., Canoga Park, CA 91304.
Journal Cit—Communicator; v21 n1 Jan 1991
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Software, Creative Development, *Creativity, Distance Education, Economically Disadvantaged, Educational Change, *Educational Technology, Elementary Secondary Education, *Gifted, High Risk Students, Information Networks, Information Services, Integrated Activities, Language Arts, Limited English Speaking, Microcomputers, Resource Allocation, Rural Education, Teacher Role, *Teaching Methods
Identifiers—California
This journal issue gathers together several articles on teaching with technology, with special focus on teaching of gifted students in California. "Computers and Creativity: Tools, Tasks, and Possibilities" (Bernard J. Dodge) discusses how teachers can establish an environment that will nurture creativity through use of computers. "Technology Resources in Education (TRIE): Opportunities for Collaboration" (Craig Blurton) explains how teachers of gifted and talented students can make use of the TRIE electronic information service developed by the California Technology Project. "Increasing Educational Options through Distance Learning" (Robert Threlkeld), focusing primarily on distance learning for rural areas, examines the use of satellites and telephone lines and cites exemplary land-based distance learning programs. "Technology, the Gifted, and the Language Arts" (Stephen Marcus) describes new technologies for teaching language arts to gifted students, while emphasizing that the tools' vitality depends on talented teachers who offer an informed exuberance. In "An Open Letter to Parents of Students," David Moursund notes the importance of student access to computers and the value of integrating computer use with reading, writing, arithmetic, and problem-solving instruction. "Vision: Technologically Enriched School of Tomorrow (TEST)" (Gary G. Bitter) presents five recommendations of the International Society for Technology in Education. "Alternatives to Integrated Instructional Systems" (Peter Kelman) criticizes integrated instructional systems as being an inappropriate use of computers with students at risk and wasteful of limited school computer resources. Other papers include: "Technology and Change: From the Renaissance World to Microworlds" (Gail Marshall); "Empowering the Teacher" (David Dockterman); "Confessions of a Maverick Moderate" (Anne Beversdorf); and "An Investigation of Giftedness in Economically Disadvantaged and Limited English Proficiency Students" (Mary M. Frasier). (JDD)

**ED 332 439**          EC 300 301
*Anderson, Robert W.   Tollefson, Nona*
**Social Comparisons: To Whom Do Parents of Gifted Boys and Girls Compare Their Children?**
Pub Date—[89]
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Decision Making, Elementary Secondary Education, Evaluation Criteria, Expectation, *Extracurricular Activities, *Gifted, *Parent Attitudes, Parent Student Relationship, Peer Relationship, *Sex Differences, *Social Influences, Student Participation
Identifiers—Peer Comparison, *Social Comparison
This study sought to determine whether parents of gifted daughters would emphasize social variables and parents of gifted sons would emphasize accom-

plishments and achievement (academic variables) in comparing their child to others and in making decisions about activities in which their child would participate. Parents (N = 107) of boys and girls enrolled in programs for gifted students in grades K-12 completed a questionnaire on which they indicated the degree to which they agreed with statements about their child's performance in academic and social activities. They also indicated the criteria they used to make decisions about academic and social activities in which they would encourage their child to participate. There were no statistically significant differences in the mean item responses to the questionnaire for parents of boys and girls. Parents emphasized social comparisons (i.e., parents assigned greatest importance to their child's "fitting in socially" with children in their age group). Parents reported that they were most likely to make decisions about whether their child should participate in an activity based upon whether children not enrolled in gifted programs would be participating in the academic or social activity. Results did not support the premise that parents reinforce different sex role orientations for daughters than for sons. (27 references) (JDD)

**ED 332 440**                          **EC 300 302**
*Legin-Bucell, Cynthia  And Others*
**Self-Esteem Comparisons among Intellectually Gifted Minority/Non-Minority Junior High Students.**
Pub Date—Aug 90
Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Enrichment Activities, Females, *Gifted, Junior High Schools, *Junior High School Students, Males, *Minority Groups, *Racial Factors, *Self Esteem, *Sex Differences
Differences in self-esteem between 48 minority and 62 non-minority intellectually gifted and 75 intellectually average junior-high students were assessed using the Coopersmith Self-Esteem Inventory. Results indicated a higher level of self-esteem for the gifted students than for the control group. Significant differences were also found to exist between males and females, with males exhibiting higher self-esteem scores. Self-esteem was also significantly higher in the non-minority females than for the minority females. Pre-post self-esteem scores were analyzed for seven minority students participating in an academic enrichment program, but no significant differences were found as a result of program participation. (JDD)

**ED 332 441**                          **EC 300 303**
*Stewart, David A.  And Others*
**Considerations and Implications When Reading Stories to Young Deaf Children. Occasional Paper 133.**
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—Nov 90
Contract—G008730145
Note—28p.
Available from—Institute for Research on Teaching, 252 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824 ($3.00).
Pub Type— Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Sign Language, Classroom Techniques, *Deafness, Difficulty Level, Elementary Education, Evaluation Methods, Interpretive Skills, Prereading Experience, Preschool Education, *Reading Aloud to Others, Reading Instruction, *Sign Language, *Story Reading, Teacher Background, Teacher Education, *Total Communication
Identifiers—*Signability (of Text)
This literature review examines selected variables that may influence teachers' ability to read books to preschool and elementary deaf children in total communication programs. The paper explores the role of signs in reading stories and factors influencing the signability of stories, including reading rate, length of sentences, length of text used to express a thought, imagery qualities of words, complexity and concreteness or abstractness of a passage, ease of

articulating words in signs, literary style of reading, and stories that include a play on words. Strategies for reading to young deaf children are listed, including: make liberal use of animated signing; overview selected vocabulary prior to reading; read the same book over and over again; associate signs with print; read at a comfortable pace; help children draw upon their own experiences to understand stories better; allow students to select books they want to have read to them; read what is written; and translate stories to American Sign Language. (42 references) (JDD)

**ED 332 442**                          **EC 300 304**
**Visions Of: Independence-Productivity-Integration for People with Developmental Disabilities. A Summary of Reports Prepared by State Developmental Disabilities Planning Councils. Executive Summary.**
Jaskulski (Tecla) and Associates.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.
Pub Date—[90]
Contract—OHDS-105-90-7001
Note—38p.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Rights, *Developmental Disabilities, Educational Opportunities, Employment, Health, Housing, Human Services, Independent Living, Objectives, Participant Satisfaction, *Productivity, *Public Policy, Quality of Life, *Social Integration, *State Programs
Identifiers—Developmental Disabilities Councils
This executive summary describes the movement of people with developmental disabilities toward the goals of independence, productivity, and integration, as evidenced by reports prepared by the State Developmental Disabilities Planning Councils. The summary outlines findings from state reports in relation to major life areas: learning; working; housing; health; civil rights; and related supports to individuals, families, and communities. The executive summary presents goals for people with developmental disabilities, recent accomplishments at the state and local level, quotes from consumers and family members, and recommendations directed primarily at the federal level. State surveys were conducted on the status of individuals with developmental disabilities and their satisfaction with services being received, and data are presented in the areas of independence, productivity, and integration and the major life areas. Critical issues and barriers are discussed, such as the availability of particular supports, services, or programs; their accessibility; their lack of focus on independence, productivity, and integration; the quality of services; and consumer control. Groups reported as unserved or underserved are listed. (JDD)

**ED 332 443**                          **EC 300 305**
*Snow, Gary D.  And Others*
**Northwest ESD 189 Special Education Equity Project: July 1, 1989 to June 30, 1990. Final Report.**
Washington Research Inst., Seattle.
Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—Dec 90
Note—119p.; The appended interview summaries contain small type.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator Attitudes, American Indian Education, Biculturalism, *Bilingual Education, Bilingual Students, *Cultural Differences, Educational Practices, Elementary Secondary Education, *Equal Education, Inservice Teacher Education, *Migrant Education, Minority Groups, Parent Attitudes, Parent Participation, Preservice Teacher Education, Special Education, *Special Needs Students, Student Evaluation, Student Placement, Teacher Attitudes
Identifiers—Backward Mapping, *Northwest Educational Service District 189 WA
This study examined special education services for migrant and Native American students in Washington's Northwest Educational Service District 189, an area of 35 school districts with 33% of the enrollment comprising these two minority groups. The study used a backward mapping approach as it sought to identify best practices/procedures and problems that families and school staff perceived in programs for these two groups. Fifty-four people

were interviewed, including representatives of nine school districts, parents, and community agency representatives. In the interviews, concerns were expressed about: (1) screening and assessment of bilingual students (including the use of interpreters in test administration, inadequate training for interpreters); (2) parental involvement (obtaining informed consent for assessment, individualized education program approval); (3) placement options (lack of bilingual programs, lack of vocational programs, over-referral to special education); and (4) other issues such as drop-out rates, attendance, cultural awareness, funding, communication between tribes and schools, substance abuse, fetal alcohol syndrome, and teenage pregnancy. Appendices present recommendations relating to inservice training in assessment, and preservice training of bilingual/bicultural and Native American staff; special education placement rates by district; a bibliography of over 100 items; a list of other bibliographies and other resources; and interview summaries. (JDD)

**ED 332 444**                          **EC 300 307**
*Jambor, Tom  And Others*
**Personnel Preparation in Early Childhood Special Education: A Southeastern Perspective.**
Pub Date—30 Mar 90
Note—25p.; Paper presented at the Conference of the Southern Association on Children Under Six (41st, Dallas, TX, March 30, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Early Childhood Education, *Government Role, Higher Education, *Special Education Teachers, State Departments of Education, *State Standards, Teacher Certification, *Teacher Education
Identifiers—Alabama, Florida, South Carolina, Texas, *United States (South), Virginia
This paper reports on efforts of several states in the southern United States (Alabama, Florida, South Carolina, Texas, and Virginia) to respond to the mandate for training early childhood special education professionals. The paper describes how teacher certification standards are being met in these states and examines the role of the state departments of education. The paper concludes that there is some continuity in personnel preparation delivery programs, but each state quite clearly has its own process and present level of commitment. Issues of concern are noted, such as too much diversity in "add-ons" and "endorsements" to masters level early childhood special education certification, the need for central coordinating agencies for service continuity, and the need for additional inservice training. (JDD)

**ED 332 445**                          **EC 300 308**
*Cobb, Hazel B.  Horn, Charles J., Jr.*
**What Special Education Teachers Want To Know about AIDS.**
Pub Date—[Jun 89]
Note—6p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Communicable Diseases, *Disease Control, *Etiology, Incidence, Information Needs, Inservice Teacher Education, Legal Responsibility, Moral Issues, Secondary Education, *Special Education Teachers
Thirty-three Alabama special education teachers attending a workshop on Acquired Immune Deficiency Syndrome (AIDS) were asked to submit questions concerning what they most wanted to know about AIDS. The teachers' questions clustered around five main concerns. In order of frequency they were concerns about: (1) the causes and spread of AIDS; (2) the dangers in direct teacher-student contacts in school; (3) the legal and moral problems of which teachers should be cognizant; (4) what strategies are appropriate for classroom use; and (5) the number of AIDS children in "my school." The paper addresses each of these concerns and provides a source, i.e., a citation for the information. (JDD)

**ED 332 446**                          **EC 300 309**
*Dupre, Teresa  Hall, Patricia*
**Together: A Look at the Effectiveness of Team Teaching To Meet the Needs of Students with Severe to Profound Disabilities in the Regular Education Environment. FY 1990 Data Effectiveness Grants Program.**

Northeast Metropolitan Intermediate School District 916, White Bear Lake, MN.
Spons Agency—Minnesota State Dept. of Education, St. Paul.
Pub Date—[90]
Note—68p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Daily Living Skills, Elementary Education, Inservice Teacher Education, *Instructional Effectiveness, Mainstreaming, Normalization (Handicapped), Program Development, Program Evaluation, Program Implementation, *Severe Disabilities, Teaching Methods, *Team Teaching

For the 1989-90 school year, two Minnesota elementary schools developed a program in which 14 students with severe to profound disabilities became full-time members of regular education classrooms. The program maintained functional programming for the students with disabilities within the context of the activities and materials used by regular education students. It did so through gradual transitioning and use of a team teaching approach. The program established objectives for seven activities: identifying necessary modifications in classrooms and in methods of instruction; assessing the need for, supplying, and evaluating in-service training; providing opportunities for mainstreamed students to increase their level of independence; involving regular education peers; collecting data; evaluating the program; and disseminating project procedures and results. A concluding section of the report outlines positive outcomes evolving from the program. Appendices contain administrative charts and forms and a list of suggested classroom modifications. A 12-item bibliography and letters from teachers and parents involved with the project are also provided. (JDD)

**ED 332 447**                                    EC 300 310
*McIntyre, Thomas   Cowell, Karol*
**The Use of Music and Its Effects on the Behavior and Academic Performance of Special Students: A Review of the Literature.**
Pub Date—[84]
Note—17p.
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Behavior Problems, *Disabilities, Elementary Secondary Education, *Music, Music Therapy, Research Needs, Social Behavior, *Student Behavior

This literature review focuses upon research addressing the playing of music and its effects upon the academic performance and behavior of students with exceptionalities. Literature on music's effects on academic performance focuses primarily on mathematics, reading, and ability to attend to study materials. Behavioral research focused on the effects of different types of music on task-related behavior, unacceptable behavior, interpersonal conflicts, motor activity rate, relaxation, and attention span. The review concludes that findings regarding the effect of music on studying, math and reading performance, activity rates, and social behavior are unclear and often contradictory. Research needs are outlined. (27 references) (JDD)

**ED 332 448**                                    EC 300 311
*DiStefano, Lynda A.   And Others*
**Facilitating Effects of Directive and Non-Directive Language on Toddler Language.**
Pub Date—Nov 90
Note—20p.; Paper presented at the Annual Conference of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Language, Communication Skills, Discourse Analysis, Interaction, Interpersonal Communication, *Mothers, *Parent Child Relationship, Play, Pragmatics, Preschool Education, *Toddlers, *Verbal Development, Vocabulary Development
Identifiers—*Directive Speech

This study examined the effects of maternal directive and nondirective styles of interaction on the emergence of verbal communicative intent in toddlers, and sought to understand the association between maternal interaction styles and young children's pragmatic acquisition. During free play, maternal utterances of 12 mother-child dyads, with

children aged 25-29 months, were recorded. Utterances were coded as directive (signifying intent to elicit or modify the verbal and nonverbal behaviors of the child) or non-directive (providing new information or augmenting the verbal or nonverbal behaviors of the child). Children's utterances were coded as either expressing communicative intent or serving discourse functions. Results showed that: (1) children of mothers with directive interactive styles used "responding" with greater frequency and "requesting information" with less frequency than children of non-directive mothers; (2) maternal interaction style did not influence topic introduction and topic maintenance; and (3) children of non-directive mothers used a significantly more diverse vocabulary than children of directive mothers. In conclusion, behaviors are listed that may function as facilitative strategies for the development of communicative intent in children: parallel talk; reporting; imitation; expansion; and modeling. (Includes 11 references) (JDD)

**ED 332 449**                                    EC 300 312
*Bobbett, Gordon C.   Dorothy, Wayne F.*
**Postsecondary Musical Independence and Related High School/College Experiences.**
Pub Date—19 Dec 90
Note—29p.; Paper presented at the Annual Meeting of the National Band Association (Chicago, IL, December 19, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Bands (Music), College Students, Family Environment, Higher Education, High Schools, Majors (Students), *Music Activities, Musical Instruments, Music Appreciation, *Music Techniques, *Predictor Variables, Sex Differences, Student Attitudes, *Student Experience, *Talent, Time on Task

This study evaluated the relationship between musical independence and: students' gender; home environment; high school and college academic and musical experiences; and college instrumental organization, major, and instrument. The study also evaluated students' opinions regarding attrition in music education and evaluated the spectrum of musical skills from moderate to advanced musical independence. Ball State University band students (N=153) were administered the Instructional Student College Survey and Colwell's Music Achievement Test 3. The study's findings included: (1) musical independence is developed by participating in numerous and varied high school ensembles and-/or musical activities; (2) musically independent students practiced more, took more music lessons, participated in more recitals, earned higher Scholastic Achievement Test scores, and attended more classical concerts; (3) quantitative and qualitative practice time is related to musical growth; (4) musical independence is enhanced by some academic/-family indicators; (5) acquiring and developing musical independence consists of four areas–native intellectual skills, musical experiences, time on task, and effective study habits; and (6) playing wood-wind and brass instruments contributes more to developing musical independence than playing percussion instruments. (Includes five references) (JDD)

**ED 332 450**                                    EC 300 313
*Brown, Wesley*
**Early Intervention Regulation: Annotation and Analysis of Part H.**
Report No.—ISBN-0-934753-45-8
Pub Date—90
Note—194p.
Available from—LRP Publications, 747 Dresher Rd., P.O. Box 980, Horsham, PA 19044-0980 ($25.00 plus $3.50 shipping and handling).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agency Cooperation, Compliance (Legal), *Confidentiality, *Disabilities, Due Process, *Early Intervention, Educational Legislation, *Federal Legislation, *Federal Regulation, Federal State Relationship, Grants, Handicap Identification, Infants, *Legal Responsibility, Preschool Education, Toddlers
Identifiers—Education of the Handicapped Act 1986 (Part H)

The book provides a side-by-side analysis and annotation of Public Law 99-457 (Education of the

Handicapped Amendments of 1986). The sourcebook organizes critical portions of the following five documents: the legislative history from House Report 99-860; the Part H legislation from P.L. 99-457; the final regulations for Part H with current published corrections; the referenced regulations from Part B on confidentiality; and the regulations from the Family Educational Rights and Privacy Act. Noted throughout are critical nuances and relationships as well as issues yet to be decided and areas that must be addressed in state regulation and policy development. Part 1 covers programs for infants and toddlers with handicaps including legal regulation of early intervention services and Part H legislative history. Part 2 details the regulations for Part H including state applications, procedures for grants to states, program and service components, state administration, and interagency coordinating councils. Part 3 addresses supportive regulations covering confidentiality and family educational rights and privacy. Finally Part 4 considers supplementary information including an analysis of Part H issues, comprehensive definitions, and a regulatory index. (DB)

**ED 332 451**                                    EC 300 314
*Walsh, Sharon, Comp.   McKenna, Patricia, Comp.*
**Laws Affecting Children with Special Needs: Selected Federal Statutes and Regulations.**
Pub Date—90
Note—465p.
Available from—LRP Publications, 747 Dresher Rd., P.O. Box 980, Horsham, PA 19044-0980 ($65.00 plus $3.50 shipping and handling).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compliance (Legal), Developmental Disabilities, *Disabilities, Disadvantaged, *Educational Legislation, Elementary Secondary Education, Federal Aid, *Federal Legislation, *Federal Regulation, Federal State Relationship, Government Role, Grants, Preschool Education, Rehabilitation
Identifiers—Comprehensive Child Development Act 1971, Developmental Disabled Assist Bill of Rights Act, Education for All Handicapped Children Act, Elementary Secondary Education Act, General Education Provisions Act 1974, Project Head Start, Rehabilitation Act 1973 (Section 504)

The book presents the complete texts of federal statutes and parallel regulations for the following laws affecting children with special needs: Education of the Handicapped Act, Part A-Part H; three programs under the Elementary and Secondary Education Act–Chapter 1, Disadvantaged; Chapter 1, Even Start; and Chapter 1, Handicapped; the Developmental Disabilities Assistance and Bill of Rights Act; Head Start Act; Comprehensive Child Development Act; Section 504 of the Rehabilitation Act; and selected sections of the General Education Provisions Act. Regulations address such aspects as the following: definitions; intergovernmental reviews; uniform administrative requirements for grants and cooperative agreements; family educational rights and privacy; nondiscrimination on the basis of handicap; Chapter 1 programs in local educational agencies; assistance to states for education of handicapped children; preschool grants for handicapped children; early intervention programs for infants and toddlers with handicaps; removal of architectural barriers; regional resource and federal centers; services for deaf-blind children and youth; handicapped children's early education program; the program for severely handicapped children; training personnel for the education of the handicapped; clearinghouses for the handicapped; research in education of the handicapped; secondary education and transitional services; educational medical loan service; postsecondary education programs; Head Start; formula grant programs; and the University Affiliated Program. (DB)

**ED 332 452**                                    EC 300 315
*Kreb, Roberta A.*
**Third Party Payment for Funding Special Education and Related Services. First Edition.**
Report No.—ISBN-0-934753-47-4
Pub Date—91
Note—188p.
Available from—LRP Publications, 747 Dresher Rd., P.O. Box 980, Horsham, PA 19044-0980 ($85.00 plus shipping and handling).
Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Ancillary School Services, Compliance (Legal), Disabilities, Educational Finance, Elementary Secondary Education, *Federal Aid, *Health Insurance, *Legal Responsibility, Medical Services, Special Education
Identifiers—*Third Party Payments

This book provides information necessary to establish and implement a third party reimbursement system for special education and related services within the public school setting. The first chapter traces the legal and historical precedent from the enactment of Public Law 94-142 through the interpretation of P.L. 100-360. The second chapter details the major issues surrounding third party reimbursement systems including child and family related issues and implementation and funding issues. The third chapter describes the current activities of the state departments of education and Medicaid systems with states listed alphabetically and individual contact information provided. Provided in the fourth chapter are federal credential requirements, third party coverage sources, available system options, samples of surveys for determining resources, and lists of additional resources by state. The fifth chapter covers billing and reimbursement terminology, common procedure and diagnostic codes by discipline, and how to determine usual and customary charges. The sixth chapter reviews Medicaid, the Early Periodic Screening Diagnosis and Treatment program, and other federally funded third party reimbursement sources. The seventh chapter provides the definitions of major insurance carriers and health maintenance organizations as well as a listing of major insurers in the United States. The eighth chapter reviews documentation parameters while the ninth discusses implementation strategies regarding data collection, design and use of forms, training, evaluation of results, and ways to effect change. A bibliography lists 23 publications. (DB)

**ED 332 453**                    EC 300 316
*Tucker, Bonnie P.  Goldstein, Bruce A.*
**Legal Rights of Persons with Disabilities: An Analysis of Federal Law.**
Report No.—ISBN-0-934753-46-6
Pub Date—91
Note—718p.
Available from—LRP Publications, 747 Dresher Rd., P.O. Box 980, Horsham, PA 19044-0980 ($85.00 plus $3.50 shipping and handling).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors—Accessibility (for Disabled), *Civil Liberties, *Civil Rights, Compliance (Legal), Court Litigation, *Disabilities, Due Process, Eligibility, Federal Aid, *Federal Legislation, Neonates, Special Education, Transportation
Identifiers—Americans with Disabilities Act 1990, Architectural Barriers Act 1968, Education for All Handicapped Children Act, Federal Aid Highway Act, Rehabilitation Act 1973

This book provides a comprehensive analysis of federal laws and court decisions addressing the rights of persons with disabilities including the following: the U.S. Constitution; Section 504 of the Rehabilitation Act; Sections 501 and 503 of the Rehabilitation Act; Americans with Disabilities Act; Education for All Handicapped Children Act; the Architectural Barriers Act; the Fair Housing Act; the Urban Mass Transportation Act; and the Federal-Aid Highway Act. Topics addressed include the following: equal protection and fundamental rights; procedural issues; recipients of federal financial assistance; eligibility as a handicapped individual; "reasonable accommodations" for otherwise qualified individuals; discrimination and special issues regarding education and employment; access to services; remedies and attorneys' fees; access to transportation; architectural barriers; housing; special education issues (e.g., confidentiality, due process, handicapped infants and toddlers, judicial review, discipline, private schooling, third party payments, least restrictive environment, and individualized education programs); and disabled newborns. (DB)

**ED 332 454**                    EC 300 317
*Clifford, Richard M.  And Others*
**Reconceptualization of Financing under P.L. 99-457, Part H.**
North Carolina Univ., Chapel Hill. Carolina Inst.

for Child and Family Policy.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—[91]
Contract—G0087C3065
Note—16p.; A project of the Carolina Policy Studies Program.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compliance (Legal), *Disabilities, *Early Intervention, *Federal Aid, Federal Legislation, Federal State Relationship, *Financial Support, Infants, Preschool Education, Toddlers
Identifiers—*Education of the Handicapped Act 1986 (Part H)

Funding difficulties encountered by states in complying with early intervention service requirements of Part H of the Education of the Handicapped Act Amendments (1986) suggest the need for a variety of options to ensure successful long-term implementation. The advantages and disadvantages of three options are detailed: (1) fund all Part H services under Medicaid with no family income restrictions; (2) earmark portions of each major piece of federal legislation affecting children to assign funds for Part H services and increase appropriations to cover the earmarked portions; and (3) transform Part H into a new funding entitlement for infants and toddlers with disabilities and their families. Includes five references. (DB)

**ED 332 455**                    EC 300 318
*Robinson, Nancy M.  Magliocca, Larry A.*
**Identifying and Modeling the Problem Situated Expertise of the Regular Class Teacher in the Instruction of At-Risk and Mildly Handicapped Students.**
Pub Date—Mar 91
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Classroom Environment, Expert Systems, High Risk Students, Inservice Teacher Education, Instructional Effectiveness, Intervention, *Learning Problems, Mainstreaming, *Mild Disabilities, *Models, Primary Education, Program Development, Teacher Attitudes, *Teacher Effectiveness, Teacher Student Relationship, Teaching Methods

The paper examines an expert systems methodology for identifying and modeling the problem-situated expertise of the regular class teacher, with the objective of determining how regular class teachers who demonstrate consistent success or expertise mediate instructional problems. The study, with six identified expert primary-level teachers, analyzed 12 case studies using an heuristic classification model. Although the teachers did not apply the same sets of strategies, they did apply similar classes of strategies, including viewing the classroom as a social system and using reciprocal interactions to teach various roles and responsibilities. Among major findings was that the expert teachers shared the expectation that every student entering their classroom would learn. The teachers elicited student responses to guide students further and made effective learning strategies explicit to their students. Ten solution classes were identified, including building the learner's sense of competence, increasing the student's motivation to learn, and increasing active participation. The expert training systems methodology was seen to provide a preliminary training materials prototype appropriate for use with regular educators. Includes 45 references. (DB)

**ED 332 456**                    EC 300 319
*Perin, Dolores  Flugman, Bert*
**The Total Impact Model: A Community College/-Trade School Collaboration for Learning Disabled Young Adults. Final Report.**
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Report No.—CASE-13-90
Pub Date—Dec 90
Contract—G00873105
Note—229p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adult Students, Basic Skills, Cooperative Programs, Demonstration Programs, Higher Education, *Institutional Cooperation, Integrated

Activities, Interpersonal Competence, Job Placement, *Learning Disabilities, Literacy Education, Postsecondary Education, *Program Effectiveness, Slow Learners, Vocational Education, *Vocational Rehabilitation, Young Adults
Identifiers—New York (New York)

The report describes a federally funded 3-year demonstration program for the vocational training of urban young adults with severe learning disabilities who have left high school special education programs. The program, "The Integrated Skills Vocational Training Program," involved the collaboration of a not-for-profit trade school, the City University of New York (CUNY) community college, the CUNY graduate school, and a rehabilitation agency. Training in eight vocational areas (building maintenance, mailroom/reprographics, jewelry manufacturing, upholstery, furniture finishing, custodial services, food services, and data entry) was provided to 47 young adults (out of 276 who expressed initial interest). Students also received training in basic literacy and interpersonal skills. Participants had been out of school a mean of 3 years. Positive change was found using both pre-post tests and periodic competency ratings. Seventy-eight percent of program completers (49% of entrants) obtained competitive skilled jobs, with most earning less than $6 an hour. Issues in providing services to this population are raised concerning recruitment, selection, classroom-based training, and transfer of training. Thirteen appendices provide a sample calendar, lesson plan forms, other program forms, and publicity and dissemination information. Includes 57 references. (DB)

**ED 332 457**                    EC 300 320
*Foster, Kathleen*
**Broadening School Psychological Services through Program Evaluation and Modification That Emphasized Curriculum Based Assessment.**
Pub Date—14 Dec 90
Note—78p.; Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Consultation Programs, Delivery Systems, *Disabilities, Intervention, *Learning Problems, Professional Personnel, Psychoeducational Methods, *Psychological Evaluation, *Psychological Services, Role Perception, *School Psychologists, Staff Role, Student Evaluation, Teamwork
Identifiers—*Curriculum Based Assessment

The practicum examined a means of conducting psychoeducational evaluations of children suspected of educational handicaps while expanding the delivery services of school psychology to include consultation, program planning, research, evaluation, supervision, and interventions. Practicum activities included: (1) psychoeducational evaluations focusing on answering referral questions and linking assessments to interventions; (2) demonstration of the usefulness of curriculum-based assessment (CBA) through innovative practice and inservice presentation; (3) a consultation project involving collaborative efforts between teachers of educable mentally impaired students and the school psychologist; and (4) a formative evaluation of current multidisciplinary evaluation team reporting. Reports and logs indicated that assessments had been appropriately modified and that a sufficient number had been done. Structured interviews supported the value of consultation, and the school psychologists gained in understanding of CBA. Positive responses to the intervention project and planned continuance of the model suggested success. The formative evaluation was accepted and used in program development. It was concluded that school psychological service delivery can be expanded while sustaining assessments. Appended are a workload analysis, a CBA checklist, the evaluation team questionnaire, and a summary of the formative evaluation. Includes 71 references. (DB)

**ED 332 458**                    EC 300 321
**Educational Implications for Gifted Students in the Middle School Grades in Virginia. Implications for Gifted Early Adolescents.**
Virginia State Dept. of Education, Richmond.
Pub Date—90
Note—22p.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Career Education, *Classroom Techniques, College Preparation, Curriculum Development, Educational Environment, *Gifted, Grouping (Instructional Purposes), Individual Differences, Intellectual Disciplines, Intermediate Grades, Junior High Schools, *Middle Schools, Pupil Personnel Services, School Organization

Identifiers—*Virginia

The document describes desirable practices for the education of gifted early adolescents in Virginia. It contains recommendations to assist in implementing a comprehensive plan for gifted middle-grade students compatible with state plans for overall middle school education. Research on students this age and on gifted students is cited to support recommendations addressing the following areas: (1) climate—achievement, success, and recognition; (2) organization and structure—specialists, departments, and teams; (3) curriculum—knowledge and skills across the disciplines; (4) curriculum—the expanded core; (5) curriculum—elective, activity, and service; (6) instruction—diversity of instructional needs; (7) instruction—grouping and tracking; (8) instruction—cooperative learning; (9) student services—guidance and counseling; (10) differentiation—articulation and transitions; and (11) looking ahead—career education and college preparation. Includes 27 references. (DB)

**ED 332 459**            **EC 300 322**
Gifted Education in Virginia: Parent Handbook. Fall 1990.
Virginia State Dept. of Education, Richmond.
Pub Date—90
Note—20p.; Prepared by Programs for the Gifted.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, *Delivery Systems, Elementary Secondary Education, Enrichment Activities, *Gifted, Parent Role, Referral, Special Classes, *Special Programs, State Programs, Student Characteristics, Student Educational Objectives, Student Evaluation, Student Placement
Identifiers—*Virginia

The handbook for parents of gifted students in Virginia provides basic State guidelines and lists resources. The state definition of gifted students is given and the six areas of giftedness specifically defined. Typical characteristics of the gifted child are briefly listed. Gifted identification procedures are outlined including referral, screening and assessment, obtaining of parental consent, and determination of eligibility. The identification of gifted students in special populations is also addressed. The purpose and legal background of gifted education in Virginia is summarized. The handbook also examines local school division responsibility for developing a plan for gifted education that addresses the following: philosophy; goals and objectives; identification and placement; program design; personnel selection and staff development; advisory council; and evaluation. Program options for the identified gifted child at both the elementary and secondary levels are listed and include enrichment in certain subjects, resource room programs, full-time classes, subject acceleration or advancement, honors classes, independent study, mentorships, college courses/dual enrollment, magnet schools, and Governor's School programs. Finally, the role of parents and the Advisory Committee is considered. A directory of resources includes programs, organizations, periodicals, and books. (17 entries) (DB)

**ED 332 460**            **EC 300 323**
Friedrichs, Terence Paul  And Others
Gifted Handicapped Students: The Way Forward.
Virginia State Dept. of Education, Richmond.
Pub Date—90
Note—100p.; Prepared by Programs for the Gifted.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Ability Identification, Definitions, Elementary Secondary Education, *Gifted Disabled, Interpersonal Competence, Parent Participation, Program Development, Remedial Instruction, Research Needs, Self Concept, Staff Development, *Student Characteristics, Student Placement, Teacher Education, *Teaching Methods

The monograph describes the characteristics of high-potential handicapped pupils, and explains how these children can be identified and served within Virginia's educational "Standards of Qual-

ity." Emphasis is on finding and nurturing students' strengths. After an introductory discussion of the importance of identifying and serving the gifted handicapped, the first section provides definitions of giftedness and handicapping conditions. Typical student characteristics (including positive characteristics appearing as negative traits) are considered next. A chapter on identification of gifted handicapped students covers identification problems, potential solutions to identification problems, and selection and placement. The chapter on programming considers general principles, academic programming, remedial instruction, adaptive instruction, programming to enhance self-concept, developing a social self-concept, and the effects of administrative arrangements on self-concept. Staff development and community involvement are discussed, including teacher training, the role of the counselor, peer education, community efforts, and parental involvement. The final section looks at research needs concerning the gifted handicapped. Ten tables summarize characteristics, suggestions, and ideas. Includes approximately 175 references. (DB)

**ED 332 461**            **EC 300 324**
Roberts, Richard N.  And Others
Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.
Georgetown Univ. Child Development Center, Washington, DC.
Pub Date—Sep 90
Note—43p.; For a related document, see EC 300 325.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Programs, *Cultural Awareness, Cultural Differences, *Delivery Systems, *Disabilities, Early Childhood Education, Ethnic Groups, Family Involvement, *Family Programs, Organizational Development, Program Descriptions, Program Development, State Programs

This monograph provides a framework for programs, states, and organizations to think about the issues in developing culturally competent programs for families of children with special needs, and offers a variety of examples from programs across the country that are providing exemplary services. The monograph is designed to help program makers compare their efforts with others, to provide options for planning additional services or altering services in existing programs, or to develop new programs. Monograph sections cover the following topics: (1) general issues in developing culturally competent programs as they relate to community-based family-centered care; (2) specific issues in policy and practice, such as assessment, outreach, family involvement, staffing, use of translators, client load, professional-paraprofessional partnerships, and training and support; and (3) descriptions of programs funded by the Bureau of Maternal and Child Health that serve families in several different types of settings. (15 references) (JDD)

**ED 332 462**            **EC 300 325**
Roberts, Richard N.  And Others
Workbook Series for Providing Services to Children with Handicaps and Their Families. Workbook for: Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.
Georgetown Univ. Child Development Center, Washington, DC.
Pub Date—Sep 90
Note—35p.; For a related document, see EC 300 324.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agency Cooperation, Community Programs, *Cultural Awareness, Cultural Differences, *Delivery Systems, *Disabilities, Early Intervention, Ethnic Groups, Family Involvement, *Family Programs, Program Development, *Self Evaluation (Groups), State Programs

A series of self-study questions is presented to examine policy and practice issues important in developing culturally competent programs for children with special needs and their families. Cultural competence refers to a program's ability to honor and respect the beliefs, interpersonal styles, attitudes, and behaviors both of families who are clients and the multicultural staff who are providing ser-

vices. The self-study questions are designed to help program staff reflect on their program's decision-making process and examine how cultural issues affecting staff and clients interact with those decisions. The goal of the workbook exercises is to help the program target areas where staff, community, and families can work together to enable the program to become more culturally competent in the delivery of services to all cultural and ethnic groups within the program's catchment area. Two self-studies are included. The first is intended to be used by programs; it provides an analysis of the type of agency supporting the program; types of services to be offered; policy issues affecting program design; and issues in practice such as assessment, outreach, staffing, client load, and training. The second study guide is intended for larger state organizations or interagency groups and focuses on: definition of target population; assessment; integrated service models, including the provision of case management; outreach and public awareness efforts; central directory, including early intervention services and resources; and personnel development. (JDD)

**ED 332 463**            **EC 300 326**
Vandercook, Teri, Comp.  And Others
Inclusive Education for Learners with Severe Disabilities. Print and Media Resources.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
Spons Agency—Department of Education, Washington, DC.; Minnesota State Dept. of Education, St. Paul.
Pub Date—Nov 90
Contract—G-086D00014; G-496125-11924
Note—52p.; Guide is updated annually.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Techniques, Delivery Systems, Elementary Secondary Education, Mainstreaming, Models, Normalization (Handicapped), Resources, *Severe Disabilities, *Social Integration, Teaching Methods

This resource guide was compiled to provide information about including learners with severe disabilities in general education classes and school community life. The guide includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. The resources are listed alphabetically within 10 categories: journals; journal articles; books and book chapters; newsletters; newsletter issues and articles; audiotapes; videotapes; organizations; and publications of the Institute on Community Integration of the University of Minnesota. (JDD)

**ED 332 464**            **EC 300 327**
Amado, Angela Novak  And Others
Services for People with Developmental Disabilities. 1990 Chartbook.
Minnesota Univ., Minneapolis. Center for Residential and Community Services.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.
Pub Date—90
Contract—G-90DD145/02
Note—94p.
Available from—Publications Office, Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Programs, *Costs, Delivery Systems, *Developmental Disabilities, Elementary Secondary Education, *Employment, Independent Living, *Individual Characteristics, Mainstreaming, National Surveys, Preschool Education, Program Costs, *Residential Patterns, *Residential Programs, Social Integration, Student Placement, Trend Analysis
Identifiers—Empowerment

Statistics on the current status and the changing patterns of services for persons with developmental disabilities are presented in graphic, tabular, and narrative form. The volume summarizes national statistics gathered through the Ongoing Data Collection System of the Administration on Developmental Disabilities and other sources of national data. The volume is divided into seven major topical areas: (1) Where do people live? (2) What are the characteristics of people receiving residential service? (3) Where are children and youth educated? (4) Where do people work? (5) How are people with

disabilities and their families being empowered? (6) What are the outcomes of community living? and (7) How much do services cost? Over 40 sources for statistics are listed. (JDD)

**ED 332 465**                                   **EC 300 328**
*Sitlington, Patricia L. And Others*
**Individuals with Learning Disabilities Out of School One Year. Iowa Statewide Follow-Up Study.**
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
Pub Date—Dec 89
Note—62p.; For related documents, see ED 318 155, ED 323 677, and EC 300 329.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adjustment (to Environment), Dropouts, *Employment Level, Followup Studies, Graduate Surveys, *High School Graduates, High Schools, Independent Living, Individual Characteristics, *Learning Disabilities, Leisure Time, *Outcomes of Education, Postsecondary Education, Quality of Life, Student Experience, Vocational Adjustment, Vocational Education
Identifiers—Iowa
This study investigated the adult adjustment of an Iowa random sample of 1,012 individuals labeled learning disabled whose graduating class had been out of school for 1 year. Of this group (82% of the original sample), 911 individuals had been graduated from special education programs and 101 individuals had dropped out. Results are reported in terms of: (1) general characteristics of the sample; (2) characteristics of the employed individuals, in terms of rate and location of employment, occupational status, number of hours worked, mean wage, and benefits; and (3) comparisons of employed and unemployed individuals in terms of vocational training and experiences, postsecondary training, and perceptions of the usefulness of school. Data are also reported by graduate/dropout group, program model in which the individual was enrolled while still in school, and by gender where relevant. The study found that over 54% of the graduates and 38% of the dropouts met the criteria of being employed or "otherwise meaningfully engaged," living independently or with a parent or relative, paying at least a portion of their living expenses, and being involved in more than one leisure activity. (13 references) (Author/JDD)

**ED 332 466**                                   **EC 300 329**
*Sitlington, Patricia L. And Others*
**Adult Adjustment of Individuals with Mild Disabilities One Year after Leaving School. Iowa State Follow-Up Study.**
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
Pub Date—Jul 90
Note—37p.; For related documents, see ED 318 155, ED 323 677, and EC 300 328.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), *Behavior Disorders, Employment Level, Graduate Surveys, Higher Education, High School Graduates, High Schools, Independent Living, *Learning Disabilities, Marital Status, Mild Disabilities, *Mild Mental Retardation, *Outcomes of Education, Postsecondary Education, Resource Room Programs, Sex Differences, Vocational Adjustment, Vocational Education, Wages
Identifiers—Iowa
This study investigated the adult adjustment of a statewide random sample of 737 Iowa individuals with learning disabilities, 59 individuals labeled behaviorally disordered, and 142 individuals labeled mentally disabled, all graduates of special education resource teaching programs. Results are reported in terms of: (1) general status information, such as marital status and living arrangements; (2) information about those competitively employed, such as wages, hours worked per week, and percent of living expenses paid; and (3) comparison of competitively employed versus unemployed individuals, in terms of high school vocational training and work experiences. Information is also provided on the postsecondary education and training of those interviewed, as well as on overall "successful" adult adjustment. Data are compared across the three disability areas and across gender, where relevant. The study found that about 90% of the graduates in each disability area were single, and two-thirds were living with parents or relatives. The largest proportion of competitively employed persons was found

within the learning-disabled group (77%), followed by the mentally disabled (62%) and the behaviorally disordered (58%). (20 references) (Author/JDD)

**ED 332 467**                                   **EC 300 330**
**Disabled Youth: From School to Work.**
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No.—ISBN-92-64-13448-4
Pub Date—91
Note—68p.
Available from—OECD Publications and Information Centre, 2001 L Street, N.W., Suite 700, Washington, DC 20036-4095 ($16.00).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Delivery Systems, *Disabilities, Educational Practices, Education Work Relationship, Foreign Countries, Higher Education, *International Studies, Program Development, Rehabilitation Programs, Secondary Education, *Transitional Programs, Youth
Identifiers—*Case Management, Denmark, England, France, Sweden, United States
This monograph offers an international perspective on the period of transition from school to adult and working life for young people who are disabled. It examines practices which appear to be effective in facilitating a successful transition and looks at ways in which important features of those practices might be incorporated into professional practices. The monograph contains studies of individual countries, in papers with the following titles and authors: "The Kurator System in Denmark" (Gia Boyd Kjellen); "The Liaison Officer in Sweden" (Eje Hultkvist); "Accompanying Services in France: Rehabilitation Follow-Up Teams" (Thibault Lambert); "Developing Individual Service Plans for People with Severe Disabilities, Manchester, United Kingdom, Transition from School to College" (Mick Molloy); and "Case Management in the United States" (Ruth Luckasson). The Luckasson paper includes an 82-item bibliography. At a meeting of experts involved with this study of transition, general areas of agreement in program development were noted, and recommendations were developed for the organization of services and qualities of managers. It is recommended that transitional programs should include the goals of being individualized, flexible, and interactive; that adequate attention should be given to psychosocial factors; that a planned progression, continuity, follow-up, and accountability should be part of the general approach; and that young people and their families should be involved in decision making. (JDD)

**ED 332 468**                                   **EC 300 331**
*Nathanson, Jeanne H., Ed.*
**Employment and People with Disabilities.**
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—90
Note—29p.; Photographs will copy poorly.
Available from—OSERS News in Print, Room 3129, Switzer Building, 300 C Street, S.W., Washington, DC 20202-2524 (free, quarterly).
Journal Cit—OSERS News in Print; v3 n3 Win 1990
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Coordination, *Disabilities, *Employment, Employment Level, *Employment Opportunities, Futures (of Society), Human Services, Job Training, Private Sector, *Rehabilitation Programs, State Aid, *Supported Employment, Transitional Programs, Trend Analysis, Vocational Education, Vocational Rehabilitation, Wages
This newsletter issue offers six articles on employment of people with disabilities. "Employment and People with Disabilities: Challenges for the Nineties" (Frank Bowe) discusses the Americans with Disabilities Act, issues in unemployment and under-education, earnings, and implications for the Office of Special Education and Rehabilitative Services. "The National Supported Employment Initiative: Expanding Employment Opportunities for Persons with Severe Disabilities" (Paul Wehman and others) presents findings, from a 1989 update of an ongoing national study of supported employment implmentation, which aims to gauge the progress made in incorporating supported employment into

the existing rehabilitation service system, identify national trends regarding major policy issues, and identify the amount and sources of state funds to operate supported employment programs. "Training Students with Learning Disabilities for Careers in the Human Services" (Jane E. Herzog) proposes that the field of human services is an excellent alternative to other types of vocations for workers with learning disabilities and describes programs of the Para-Educator Center for Young Adults at New York University. "Projects with Industry" (John Eger) is described as a federal program composed of three elements: a linkage to the private sector via an advisory council; a training site, generally a rehabilitation facility; and a source of people with disabilities, generally the state vocational rehabilitation agency. "Help Wanted: People with Disabilities Needed" (Mark Donovan) focuses on a school-to-work transition program developed by the Marriott Foundation for People with Disabilities, called "Bridges." "Employment and Workers with Disabilities" (Reed Greenwood) addresses issues of where workers with disabilities stand in regard to employment, what can be done to improve opportunities of workers with disabilities for meaningful work, and what types of jobs are likely to be available in the future. (JDD)

**ED 332 469**                                   **EC 300 332**
**Determination of Mode of Reading for Visually Impaired Learners. FY 1991-2. Technical Assistance Paper.**
Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
Pub Date—Jan 91
Note—7p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Eligibility, Evaluation Methods, Public Schools, *Reading Instruction, Reading Materials, *Sensory Aids, Student Evaluation, Student Placement, *Vision Tests, *Visual Impairments
Identifiers—Florida
Florida students being considered for special programs for visually impaired students must be assessed to determine the appropriate mode of reading. The assessment occurs as part of an initial evaluation for eligibility and is usually part of the functional vision observation. The determined mode of reading is to be addressed on the Individual Education Plan (IEP) and reviewed annually as part of the IEP process. This technical assistance paper defines terms related to the concept of reading mode and notes three major factors to be considered in determining the mode of reading: child characteristics; mechanical factors; and social factors. Questions to be considered in these three areas are then outlined, such as whether the medical prognosis of the eye condition is progressive in nature; whether the student experiences unusual fatigue in reading or writing assignments; and whether the chosen medium meets the needs of the student in terms of portability, availability, and cost. Seven resources useful in student evaluation are listed, along with 12 references for further reading. (JDD)

**ED 332 470**                                   **EC 300 333**
*Vasa, Stanley F. And Others*
**Young People and Disability: Selected Experiential Literature. Project Parents in Partnership.**
Nebraska Univ., Lincoln. Dept. of Special Education and Communication Disorders.
Pub Date—Jan 91
Note—30p.; Document contains small print.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), Adolescent Literature, Child Advocacy, Child Rearing, Children, Childrens Literature, *Disabilities, Educational Experience, *Experience, Fiction, *Individual Development, *Nonfiction, Personal Narratives, Social Experience
This bibliography is an annotated listing of experiential literature focusing on young people and disability. It includes selected fiction and nonfiction works, written between 1975 and 1990, which present positive portrayals of young people with special needs. The bibliography is organized by sections according to major disability categories, then divided into fiction and nonfiction, and then divided by reading level (adult, young adult, intermediate, and primary). Disability categories include: behavior disorders; deaf-blind; general disability issues; hearing impairments; mental retardation; mul-

tihandicaps; orthopedic impairments; other health impairments; specific learning disabilities; speech/language impairments; and visual impairments. (JDD)

**ED 332 471**                        **EC 300 334**
*Vasa, Stanley F. And Others*
Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education. Project ASSIST.
Nebraska Univ., Lincoln. Dept. of Special Education and Communication Disorders.
Spons Agency—Nebraska State Dept. of Education, Lincoln. Special Education Section.
Pub Date—Jul 86
Note—69p.; Product of Project ASSIST.
Pub Type— Tests/Questionnaires (160) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Paraprofessional School Personnel, *Personnel Evaluation, *Personnel Policy, *Personnel Selection, Recruitment, School Policy, Special Education, *Staff Utilization, State Legislation, State Programs, Supervision, Training
Identifiers—*Nebraska
This guide was developed for the purpose of providing Nebraska's educational agencies with documentation and a rationale for effectively utilizing paraprofessionals in special education. The guide provides examples of school policies which meet the intent of Nebraska law and may be utilized to improve the productivity and effectiveness of paraprofessional programs. The guide is organized into four major areas of concern: recruitment, selection, and hiring of paraprofessionals; policies for the appropriate utilization of paraprofessionals; training programs for both paraprofessionals and teachers; and policies concerning the supervision and evaluation of paraprofessionals. Appendices accompanying each of the four sections make up the bulk of the document and include such items as sample applications, interview questions, contracts, a list of special education paraprofessional roles and responsibilities, a training planning guide, a needs assessment, an observation checklist, and self-evaluation forms. (Includes eight references) (JDD)

**ED 332 472**                        **EC 300 335**
*Caetano, Anthony P., Ed.   Gleason, Deborah J., Ed.*
Ten Step Guide for Comprehensive Educational Assessment of Students with Visual Impairments.
Massachusetts State Dept. of Education, Boston. Div. of Special Education.
Pub Date—90
Note—111p.; Produced by the Massachusetts Vision Resources Library.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Cognitive Measurement, Decision Making, Diagnostic Tests, Educational Diagnosis, Elementary Secondary Education, *Evaluation Methods, *Handicap Identification, Psychological Testing, Referral, Special Education, Student Evaluation, Student Placement, Teamwork, *Visual Impairments
Identifiers—Massachusetts
The goal of this guide is to provide Massachusetts teachers of visually impaired students with an opportunity to increase the quality of evaluation procedures through a more consistent approach to assessment and to provide a means of recording the outcomes of such assessment procedures in more meaningful ways. The guide covers basic elements fundamental for determining necessary specialized instruction and support for visually impaired pupils. These include: procedures for collecting pre-referral information; procedures for determining the specific areas to assess; a list of 62 assessment instruments/procedures for assessing these areas; concise reporting format for outlining and presenting outcomes and recommendations; and strategies for communicating assessment findings during the team evaluation process. These assessment procedures are organized into 10 steps: request information from the person who made the initial referral; request an examination by an eye specialist; offer help to other participants on the team; interview parent(s) or guardian(s); interview present or former classroom teacher/therapist; interview student; select and administer assessment and evaluation instruments; identify potential media for reading; summarize results of interviews and assessments and determine recommendations; and present sum-

mary and recommendations to the team chairperson and the Administrator of Special Education. Forms are supplied for implementing each step of the process. (JDD)

**ED 332 473**                        **EC 300 337**
*Johnson, Helen L.   Cohen, Michele*
Interaction in High-Risk Dyads: Maternal Affect and Child Synchrony.
Pub Date—Aug 90
Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, *At Risk Persons, Attachment Behavior, Behavior Development, Behavior Problems, Early Childhood Education, *Emotional Response, Interaction, Interaction Process Analysis, *Mothers, *Parent Child Relationship, Parent Influence, Parent Participation, Preschool Children
Identifiers—Dyads, Synchrony
This study examined both maternal and child interaction styles, focusing on the association between differences in maternal level and quality of involvement and the synchrony and affective quality of child interaction behaviors. The subjects were 55 mother-child dyads in which the children (ages 2-5) had been referred to a mental health center because of developmental and/or adjustment problems. Results indicated that the affective quality of maternal behavior was related to the level of synchrony shown by the child. Positive maternal behaviors (engage, structure, expand, hug, reward) were correlated with positive synchronous child behaviors (join, structure). Negative maternal behaviors (disrupt, restrict, tease, discourage, criticize, threat, scold, force, punish) were correlated with asynchronous child behaviors (direct, persist, ignore). The affective quality of maternal behavior was not related to either the child's sex or the mother's marital status. Overall, 35% of the mothers were identified as employing predominantly negative interaction strategies. Within this group, 74% were also identified as being highly controlling. Children of negative/controlling mothers showed much more behavior that terminated rather than maintained shared focus and activity. It is concluded that children of highly critical and discouraging mothers may adapt by tuning out. Children of depressed mothers who do not provide structure, limits, or stimulation may have difficulty accepting limits and reciprocity in other settings. (JDD)

**ED 332 474**                        **EC 300 338**
*Miller, Earl   Hochman, Bruce*
Classroom Space: The Hendricks v Carroll Case and Its Impact on Special Education.
Pub Date—Apr 91
Note—8p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classrooms, Compliance (Legal), *Court Litigation, *Disabilities, Elementary Secondary Education, Equal Education, *Facility Planning, *Facility Requirements, Federal State Relationship, *School Space, *Space Utilization, Special Education
Identifiers—*Hendricks v Carroll, Pennsylvania
The monograph addresses implications of Nicholas Hendricks et al. versus Carroll, a federal court case that requires the provision of comparable classroom space for special education programs for disabled students. The case involved the Carbon Lehigh Intermediate Unit in Pennsylvania, and developed out of the different responsibilities of local districts and intermediate units in Pennsylvania and unsuccessful attempts to resolve the problem locally. The judgement required the Pennsylvania Department of Education to develop a Remedial Plan. This plan required local school districts and intermediate units to develop Facilities Plans to correct the problem. The Carbon Lehigh Intermediate Unit Facilities Plan involved forming a Special Educational Procedures Committee to develop operational definitions to implement the mandate and a Facilities Plan Committee involving all the school districts, plaintiffs, advocate representatives, and the Intermediate Unit, which would make specific decisions concerning classroom locations. Oversight is by the Pennsylvania Department of Educa-

tion. The court case has had both positive and negative effects on the placement of special education classrooms within school districts. (DB)

**ED 332 475**                        **EC 300 339**
*Wilczenski, Felicia L.   Gillespie-Silver, Patricia*
Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.
Pub Date—Feb 91
Note—27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Admission Criteria, *Class Rank, College Admission, *College Entrance Examinations, *College Students, Higher Education, *Learning Disabilities, Prediction, Predictor Variables
Identifiers—*Scholastic Aptitude Test
The study explored the qualifications of learning-disabled college students by examining the academic performance (first year grade point average–GPA) of 179 learning-disabled and 249 nonlearning-disabled students classified by two objective admission criteria–either Scholastic Aptitude Test (SAT) or high-school class rank. Overall, the scores of the learning-disabled group were approximately .5 standard deviations lower than those of nondisabled students for high-school percentile rank, SAT verbal, SAT math, and first year GPA. Stepwise multiple regression analyses showed that high-school academic achievement was the best predictor of college GPA, with SAT verbal scores also contributing to the prediction. SAT math scores and learning-disabled versus nonlearning-disabled categorization did not add to the prediction of college academic performance. An additional comparison of high and low academically achieving learning-disabled and nondisabled students found that percentile rank in high school class correctly classified 92% of low academically achieving learning-disabled students but only 28% of the high-achieving students. Includes 8 tables/figures and 13 references. (DB)

**ED 332 476**                        **EC 300 340**
State Incentive Grant District 75/Citywide Special Education. Staff Development Program 1989-1990. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Pub Date—90
Note—39p.; The evaluation was conducted by the Special Education Evaluation Unit.
Available from—Special Education Evaluation Unit, Office of Research, Evaluation, and Assessment, 110 Livingston St., Room 736, Brooklyn, NY 11201.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Organization, Elementary Secondary Education, Grants, *Inservice Teacher Education, *Instructional Improvement, Paraprofessional School Personnel, Participative Decision Making, *Program Development, Program Evaluation, *Special Needs Students, *Staff Development, Workshops
Identifiers—New York City Board of Education
This report documents the evaluation of a New York State Incentive Grant that was designed to improve the quality of instruction in New York City schools for students in Specialized Instructional Environment (SIE) classes during 1989-90. The program offered 25 hours of staff development training for SIE teachers and related service providers, and 20 hours of in-service professional development for paraprofessionals. The program allowed personnel to design school-based staff development plans based on participant interest inventories as well as provide district-administered mini-courses in specific areas and a full-day conference. The concept of staff empowerment guided the program. Evaluation of the program planning and implementation process and of the training outcomes resulted in six recommendations, including: establishment of clear guidelines concerning the roles of the Central Consultation Committee and the Programmatic Consultation Committees; provision of more training activities on weekends in conference form; and provision of workshops addressing the needs of specific groups. Over 3,000 staff members participated in various SIE training activities (i.e., a college course,

school-based training, a SIE conference, and mini-courses). The report details the evaluation methodology, findings, conclusions, and recommendations. (DB)

**ED 332 477** EC 300 341
*Bogie, Donald W.  Martin, Larry*
An Analysis of Child Count Data and Personnel Needs in Special Education Programs in Alabama.
Spons Agency—Decision Resources Corp., Washington, DC.
Pub Date—22 Feb 91
Note—44p.; Prepared for the Alabama Department of Education, Division of Special Education Services.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Differences, Demography, *Disabilities, Elementary Secondary Education, Handicap Identification, *Incidence, *Racial Differences, Referral, Rural Education, School Districts, *State Surveys, Student Characteristics, *Student Placement, Teacher Student Ratio, Teacher Supply and Demand, Urban Education
Identifiers—*Alabama
The study analyzed data concerning students enrolled in special education classes in Alabama's 130 (67 county and 63 city) public school systems, including student counts by age, grade in school, school district, type of exceptionality, and personnel needs. Analysis indicated a considerable variation among school systems in the distribution of exceptionality types, the proportion of special education students at different age and grade levels, teacher/pupil ratios in special education classes, and the reported need for additional special education teachers. Possible causes for these differences may include random variations, referral patterns, a shortage of well-trained administrators and teachers, community pressures, and discrepancies in classification procedures according to race. The major demographic correlates of general rates of exceptionality included population growth, employment in selected white-collar occupations, income, and residence in urban locales—all of which were found to be positively associated with both the rate of exceptionality and the teacher/pupil ratio. The proportions of the population classified as "black" or residing in urban areas were also highly correlated with several specific categories of exceptionality. Results have implications for testing procedures and interpretation as well as implementation of policy guidelines for placement of students in special education programs. (DB)

**ED 332 478** EC 300 342
*Corthell, David W., Ed.*
Traumatic Brain Injury and Vocational Rehabilitation.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—90
Note—257p.; Appended variables profiles contain small type.
Available from—University of Wisconsin-Stout, Research and Training Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services, Menomonie, WI 54751.
Pub Type— Collected Works - General (020) — Books (010) — Tests/Questionnaires (160)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Clinical Diagnosis, Counseling, Employment Opportunities, *Evaluation Methods, *Head Injuries, Job Placement, Neurological Impairments, Neuropsychology, *Vocational Evaluation, *Vocational Rehabilitation
Intended to serve as a resource guide on traumatic brain injury for rehabilitation practitioners, the book's 10 chapters are grouped into sections which provide an introduction and examine aspects of evaluation, treatment and placement planning, and unresolved issues. Chapters have the following titles and authors: "Scope of the Problem" (Marilyn Spivack and Mark Balicki); "The Nature of Head Injury" (Thomas Kay and Muriel Lezak); "Problems Needing Solutions: A Consumer and Family Perspective" (Jeffrey S. Smigielski and Audrey L. Nelson); "The Neuropsychological Evaluation" (James Malec); "Specialized Evaluations" (Jeffrey S. Smigielski and James Malec); "Vocational Evaluation of Persons with Traumatic Head Injury" (Dale F. Thomas); "Vocational Assessment: A VR Coun-

selor's Perspective" (Jean Balutanski); "Preparation for Placement" (Dana S. DeBoskey and Robert W. Krollman); "Placement Options and Processes" (Robert W. Krollman and Dana S. DeBoskey); and "Unresolved Issues in the Rehabilitation and Community-Based Employment of Persons with Traumatic Brain Injury" (Fredrick E. Menz and Dale F. Thomas). Appended are the Glasgow Coma Scale, the Rancho Los Amigos Head Trauma Scale, and profiles of physical and neuropsychological variables. Most chapters include references. (DB)

**ED 332 479** EC 300 344
*Myers, Christopher  Bounds, Betsy*
Evaluation of the Cross Categorical Service Delivery Model: Is the Regular Education Initiative Working?
Pub Date—Apr 91
Note—32p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Delivery Systems, Demonstration Programs, Elementary Secondary Education, Language Handicaps, *Learning Disabilities, Mainstreaming, *Mild Disabilities, Models, Parent Attitudes, Program Development, *Program Effectiveness, *Regular and Special Education Relationship, Self Concept, Social Integration, Teacher Attitudes
Identifiers—*Cross Categorical Service Delivery Model
The paper describes the Cross Categorical Service Delivery Model, which has as its purposes: (1) the maintenance of mildly and moderately handicapped students in their home schools to the greatest extent possible; and (2) mainstreaming of handicapped students into regular education classrooms as much as possible. The model targets primarily learning-disabled or severely language-impaired, while some students have emotional handicaps or are educable mentally retarded. The model incorporates four components: placement in regular classes; development of integration plans; implementation of integration plans; and evaluation of integration plans. After a pilot program, the model was implemented throughout the elementary and middle school programs of a large urban school district in the Southwest. An evaluation of the program found support for the model in terms of the majority of staff attitudes and opinions, parent attitudes and opinions, and regular student academic achievement. Mixed findings were obtained in the areas of student academic self-concept and student academic achievement. Non-supportive findings included staff attitudes and opinions about adequacy of resources and mainstreaming time. It was concluded that there is a moderate degree of evidence that the model is more effective with these students than the traditional self-contained special education model. Implications for the regular education initiative are considered and recommendations offered. Eight bar graphs are attached. (DB)

**ED 332 480** EC 300 345
*Arnold, Leslie B.  And Others*
Interagency Collaboration: A Working Model and a Case Study. The Norfolk Youth Network.
Pub Date—Apr 91
Note—18p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Case Studies, Cooperative Planning, *Cooperative Programs, Demonstration Programs, *Disabilities, Interdisciplinary Approach, Models, *Program Development
Identifiers—*Virginia (Norfolk)
Norfolk (Virginia) has developed an interagency structure, the Norfolk Youth Network, among its child serving agencies in order to more effectively meet multiple problems of area youth. A needs assessment in 1988 revealed a high incidence of youth problems, multiple agencies working simultaneously with the same clients, and inefficient placement of youth. The overriding mission of the Network is to facilitate the treatment of youth and their family in an effective, coordinated manner, maximizing the resources available from each agency through team assessment, team planning, and team implementation of those plans. The Youth Network interagency

consortium consists of six agencies: Public Schools; Public Health; Social Services; Community Services Board; Juvenile Services Bureau; and Court Services. The Network has two levels—the Norfolk Interagency Consortium, which addresses concerns of mutual interst to Network agencies, and eight Community Assessment Teams which formulate case plans, assign agency responsibility for services, and monitor each case on an ongoing basis. During its first 12 months of operation, 90 new cases and 187 follow-up cases were reviewed. (One case study is included.) The cooperative agreement is appended. Includes four references. (DB)

**ED 332 481** EC 300 346
*Lombardi, Thomas  And Others*
Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.
Pub Date—Apr 91
Note—13p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communications Satellites, Course Evaluation, *Disabilities, *Distance Education, Educational Television, Elementary Secondary Education, Extension Education, Higher Education, *Inservice Teacher Education, Program Development, *Special Education Teachers, Student Evaluation, Teacher Education, *Telecommunications
Identifiers—West Virginia
The Special Education Distance Learning Consortium in West Virginia has developed a program offering core special education courses to teachers unable to attend courses at the campus sites of the state's three graduate teacher preparation programs. The three courses which constitute the core are: "Introduction to Exceptional Children and Adults"; "General Special Education Programming"; and "Educational Assessment for Exceptional Children and Adults." The core courses were reconceptualized for satellite delivery and have involved 13 to 17 sites and 400 registrants. Two-way telephone communication allows students to call in and ask questions. Site facilitators receive special training. Program evaluation found that no student completing a course received less than a C, that students rated the faculty highly, and that students expressed primarily positive attitudes in a follow-up telephone survey. Suggestions for similar programs include utilizing the ease of peer review provided by the delivery mechanism, taping to improve instructional presentations, and cooperating with similar institutions. Includes four references. (DB)

**ED 332 482** EC 300 347
*Graham, Marilyn Troth*
A Profile of Secondary SED Classrooms in Virginia: Curriculum Development and Instructional Procedures.
Pub Date—4 Apr 91
Note—30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accessibility (for Disabled), Computers, *Curriculum Development, *Emotional Disturbances, Grading, High Schools, *Instructional Materials, Peer Teaching, Special Classes, Special Education Teachers, Teacher Aides, *Teacher Education, Teaching Methods, Textbooks, Time Management, Volunteers
Identifiers—*Virginia
A survey of curriculum and instructional practices in high school classrooms (N=151) in 82 school districts serving seriously emotionally disturbed (SED) and emotionally disturbed/learning disabled students in Virginia was conducted for the purpose of identifying the roles, responsibilities, and teaching skills for which SED teachers need to be prepared. The study looked at four major areas: curriculum development; instruction; instructional materials; and instructional support. Findings are reported for the following sub-categories: availability of a comprehensive curriculum plan for SED students; persons/groups responsible for curriculum planning; curriculum planning references; types of goals stated on Individualized Education Programs; subjects/content taught; percent of time devoted to each instructional activity; types of instruction; stu-

dent engaged time and direct instruction time; grading systems; use of regular state-adopted textbooks; need to adapt regular textbooks; other instructional materials; paid teacher aides; adult volunteers/peer tutors; and regular access to computers. The survey resulted in 12 recommendations for teacher training including that prospective teachers of SED students should: learn how to design a comprehensive curriculum plan; be prepared to teach a structured social skills program; and become skilled in creating supplementary teacher-made materials. Appended are tables detailing findings and comments by respondents. Includes 14 references. (DB)

**ED 332 483**     **EC 300 348**
*Bailey, Carroll R., Jr. And Others*
**Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.**
Pub Date—Apr 91
Note—38p.; Paper presented at The Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Administrator Attitudes, Attitude Change, Classroom Techniques, Cooperation, *Disabilities, Elementary Education, Individualized Instruction, *Inservice Teacher Education, Interdisciplinary Approach, Knowledge Level, Mainstreaming, *Regular and Special Education Relationship, *Teacher Attitudes, Teaching Methods, Teamwork
The paper describes an inservice training program designed to bring together special education teachers, elementary teachers, and administrators to address the following issues: (1) attitudes toward integration of handicapped students into regular classrooms; (2) communication between regular and special educators; (3) specific skills for regular education teachers to deal more effectively with special needs students; and (4) establishment of a framework for sustained, within-building collaborative programming between regular and special educators. A total of 25 participants took part in the inservice training program, which emphasized practical strategies and was given over two weekends. Comparison with nonparticipants suggested that significant changes occurred in teacher willingness and perceived ability to work with others, reported knowledge of individualized instruction and classroom management, and appreciation of the benefits that derive from collaborating with others. Discussion of issues related to improving building level collaboration includes administrative support, teacher release time, recognition for team participation, and utilization of prereferral or intervention assistance. Includes 28 references. (DB)

**ED 332 484**     **EC 300 349**
*Wood, Thomas A. Flynt, Samuel W.*
**Social Support and Stress of Mothers of Mentally Retarded Children.**
Pub Date—Aug 90
Note—11p.; Paper presented at the Annual Meeting of the American Psychiatric Association (98th, Boston, MA, August 10-14, 1990).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Support, *Coping, Elementary Secondary Education, *Family Relationship, Friendship, *Moderate Mental Retardation, *Mothers, *Parent Attitudes, Self Concept, Social Support Groups, Stress Management
Identifiers—Alabama
This study investigated how various types of social support serve as moderators of stress for mothers (N=45) of moderately mentally retarded, school-aged children attending a public school special education program in south Alabama. Subjects were administered the Questionnaire on Social Support, which examines degree of support and subject satisfaction with degree of support in three areas: intimate relationships; friendships; and community or neighborhood support. A significant correlation was found between satisfaction with intimate support and maternal coping ability, while a weak correlation was exhibited between satisfaction with friendship support and maternal coping ability. No significant correlation existed between satisfaction with community support and maternal coping ability. Mothers expressing greater satisfaction with intimate and friendship support were more likely to successfully cope with stress. It was concluded that

perceptions of satisfaction or dissatisfaction with family resources may exert a considerable influence on the expression of family stress. Includes 19 references. (DB)

**ED 332 485**     **EC 300 350**
*Salisbury, Jean E. T.*
**Assessment of Auditory Speech Perception in Hearing-Impaired Infants.**
Pub Date—30 Jul 90
Note—20p.; Paper presented at the Meeting of the International Congress on Education of the Deaf (17th, Rochester, NY, July 29-August 3, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Age Differences, Auditory Discrimination, *Auditory Evaluation, Evaluation Methods, *Hearing Impairments, Infants, Operant Conditioning, Positive Reinforcement, Toddlers, *Visual Stimuli
Identifiers—*Speech Perception
The paper describes the use of an operant procedure to assess the speech perception of 11 young (7 to 35 months old) hearing impaired children and 11 normally hearing subjects. Subjects were presented with a repeating background stimulus and conditioned to turn their head on presentation of a contrasting syllable. The head-turning responses were reinforced with the activation of visual reinforcers (three lighted, moving mechanical toys). Stimuli were presented at either 25 or 100 dB depending on subject hearing status. Among findings were the following: both physiologic impairment and abundance of acoustic cuing affected speech sound discrimination; speech discrimination ability in hearing impaired infants may decline with age; and vowels were more easily differentiated than semivowels or consonants. The assessment method allows for clinical assessment of speech perception ability in infants for whom present, language-based, pediatric audiometric procedures are inappropriate. Attached material details the study methodology and findings. Includes 13 references. (DB)

**ED 332 486**     **EC 300 351**
*Peach, Walter And Others*
**The CO-CEP Initiative: The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents.**
Fairfax County Schools, Va.
Pub Date—Apr 91
Note—81p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991). Appendixes (p.40-81) printed on colored paper and of variable print quality.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Career Counseling, *Career Education, Career Exploration, Cooperative Education, Education Work Relationship, *Emotional Disturbances, Field Trips, High Schools, Individualized Instruction, Interviews, Job Placement, Role Playing, *School Business Relationship, School Community Relationship, Self Esteem
Identifiers—Fairfax County Schools VA
The document is based on a panel presentation describing the development, implementation, and evaluation of a Fairfax County (Virginia) program, the Cooperative Career Employment Program (CO-CEP) for Seriously Emotionally Disturbed Adolescents. The program is provided to students in a self-contained high school setting and involves the collaborative integration of a school-based team and business partnership consortium. The program's four components are: (1) career orientation; (2) occupational exploration; (3) employment research and experience; and (4) individual cooperative career planning. The involvement of a local corporation has resulted in a jointly developed Business–School Adoption Agreement, a self-esteem group, a scholarship fund, an honor roll incentive program, and a student-of-the-month program. The program includes individualized instruction, career counseling, job placement, shadowing, and field trips to job sites. Role playing interviews are videotaped and critiqued by a corporation management team. Most of the document consists of a description of the objectives, implementation strategies, and resources of four advisory councils consisting of either parents, employers, teachers, or students. Separate appendixes include public relations materials, program forms, checklists, advisory council meeting agendas, evaluation forms, and re-

prints. (DB)

**ED 332 487**     **EC 300 352**
*Bornfield, Gail And Others*
**Training Personnel for Children Affected by Alcohol or Drugs.**
Pub Date—15 Nov 90
Note—18p.; Paper presented at the Annual Convention of the Teacher Education Division of the Council for Exceptional Children (13th, Anchorage, AK, November 15, 1990). Legibility is affected by filled letters alternating with faint type.
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Alcohol Abuse, Classroom Environment, Classroom Techniques, *Congenital Impairments, *Drug Abuse, Elementary Education, Emotional Disturbances, *Federal Legislation, Infants, Learning Disabilities, Preschool Education, *Special Education Teachers, Student Characteristics, Teacher Morale, Teacher Persistence, *Teacher Recruitment
This paper presents, first, the statutory entitlement authorizing support to educators of children affected by drugs or alcohol; then, a population overview which covers family characteristics, infant, preschool, and classroom needs; and finally, suggestions for recruitment and retention strategies in personnel training and direct service provision. Federal legislation cited includes Public Law 94-142, the Education for All Handicapped Children Act; Section 504 of the Rehabilitation Act (1973); and Part H of the Education of the Handicapped Amendments Act (1986). Considered in the population overview are effects of exposure to alcohol and drugs in utero, typical problems of prenatally exposed infants and preschoolers, and classroom needs including emotional bonding, a specialized and highly structured classroom environment, and professionals who know techniques of family and inter-agency coordination. Suggestions for recruitment to training programs include running a high quality program, promoting dialogue across agencies and professional groups, and use of professional recruiting techniques. Retention of school personnel working with this population is covered in suggestions such as augmenting salaries and benefits and planning a home-school monitoring/supportive environment. Includes 26 references. (DB)

**ED 332 488**     **EC 300 400**
**Implementation of the Individuals with Disabilities Education Act. Thirteenth Annual Report to Congress.**
Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—91
Note—497p.; For the 12th annual report, see ED 321 513. Appendix A contains small print.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) — Numerical/Quantitative Data (110)
**EDRS Price - MF02/PC20 Plus Postage.**
Descriptors—Access to Education, Compliance (Legal), Day Programs, *Disabilities, Dropouts, *Early Intervention, *Educational Legislation, Educational Policy, Educational Practices, Education Work Relationship, Elementary Secondary Education, Enrollment, Federal Aid, Federal Legislation, Federal State Relationship, Free Education, Grants, High School Graduates, Needs Assessment, Personnel Needs, Preschool Education, Program Evaluation, Public Education, Residential Programs, School Personnel, Special Education, Student Characteristics, Student Placement, Student Rights, *Transitional Programs
Identifiers—Exiting Students, *Individuals with Disabilities Education Act
The 13th annual report describes United States progress in providing a free appropriate public education for all children with disabilities. Chapter 1 provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed. Chapter 2 focuses on early childhood activities, discussing the implementation of Part H of the Individuals with Disabilities Education Act to improve early intervention services, Section 619, which contains incentives for States to serve more children with

disabilities between the ages of 3 and 5, and some discretionary grant activities. Chapter 3 describes the findings of a national study of separate day and residential facilities that serve children and youth with disabilities. Chapter 4 describes the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs, as well as federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with disabilities. The text of the report includes an executive summary, 43 tables, and nine figures. An appendix offers an additional 43 tables displaying data for individual states on child counts, educational environments, personnel, students exiting, anticipated services, population and enrollment, finances, and expenditures. Other appendices contain a summary report of special education programs and related services in need of improvement, a summary of evaluations of the Individuals with Disabilities Education Act, and summaries and abstracts of projects funded under the State Agency/Federal Evaluation Studies Program. (JDD)

# FL

**ED 332 489**                    FL 017 975
*Ariew, Robert A.   Dunkel, Patricia A.*
**A Prototype for a Computer-Based Listening Comprehension Proficiency Test. Final Report.**
Pennsylvania State Univ., University Park. Dept. of Speech Communication.
Spons Agency—Department of Education, Washington, DC.
Pub Date—10 Feb 89
Note—182p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Computer Assisted Testing, Computer Software, English (Second Language), French, Language Proficiency, *Language Tests, *Listening Comprehension Tests, Listening Skills, Microcomputers, Models, *Second Language Learning, *Test Construction, Test Items
Identifiers—Language Proficiency Guidelines
The development of a prototype computer-assisted second language listening comprehension test is reported. The project investigated the feasibility of computer-adaptive second language listening tests using microcomputer equipment and developing model testing software. Tests for French and for English as a Second Language (ESL) were developed. The specific testing issues addressed include: (1) the use of stored digitized speech for auto-cueing, (2) the interface of graphics and text, (3) the application of the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines to a computer-based listening comprehension test, (4) methods of item presentation, (5) various response handling strategies, (6) minimum hardware configurations necessary for implementation, and (7) the feasibility of storing and accessing test scores and demographic data on diskette. The report contains: an overview of the resulting system; descriptions of the system's architecture, hardware configuration, and software configuration; notes on system users; information on the file and database structure; application logic for the test and design modes of the program; data on hard disk configuration; and notes on testing the system and additional enhancements. A substantial sample of ESL screens and an ESL items tape script are appended. (MSE)

**ED 332 490**                    FL 018 264
*Torbert, Eugene C.*
**Books on Foreign Languages and Careers.**
Pub Date—89
Note—7p.
Journal Cit—Illinois Foreign Language Association Newsletter; p2-6 Sum 1989
Pub Type— Reference Materials - Bibliographies (131) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Career Ladders, *Careers, *Employment Potential, Employment Qualifications, International Relations, International Trade, *Language Role, Second Language Learning
An annotated bibliography lists 10 books on the relationship between second language skills and careers. Some of the books address specific career areas such as intelligence, international trade, and world affairs, and the others focus more generally

on career awareness, exploration, training, and development as they relate to foreign language ability. (MSE)

**ED 332 491**                    FL 018 315
*Tannacito, Dan J., Comp.   Gebhard, Jerry G., Comp.*
**ESL/EFL Methodology: Topical, Annotated Bibliographies. Volume 1.**
Pub Date—Dec 89
Note—103p.; For individual bibliographies see FL 018 316-321. For volume 2, see ED 314 961.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Classroom Communication, Classroom Techniques, *Cultural Context, Curriculum Design, Educational Research, *English (Second Language), Interaction, Metacognition, Oral Language, *Pragmatics, Reading Comprehension, *Reading Instruction, Reading Strategies, Second Language Instruction, *Suggestopedia, Teaching Methods
Identifiers—*Schema Theory
Six annotated bibliographies prepared by graduate students address topics related to methodology for teaching English as a Second Language (ESL) or English as a Foreign Language (EFL). Each bibliography defines a topic area, gives pedagogical criteria for selecting entries, and provides brief annotations for relevant recent citations. The six component bibliographies include: "Suggestopedia" (M. Kanchanomai and W. Vitooravet); "Pragmatic Approaches to Language Teaching" (J. Frank and A. Waleign; "Classroom Oral Interaction" (D. Purnell, F. I. Chang, and S. Takabatake); "Schema Theory and Metacognitive Strategies in Teaching ESL and EFL Reading" (J. G. Graham and V. G. W. Cope); "Reading Comprehension in ESL" (W. Clark and J. Innes); and "Cultural Considerations in the ESL Classroom" (S. Coxe). (MSE)

**ED 332 492**                    FL 018 316
*Kanchanomai, Mettiya   Vitooravet, Walaiporn*
**Suggestopedia.**
Pub Date—Dec 89
Note—18p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Environment, Classroom Techniques, Educational Research, *English (Second Language), *Music, *Relaxation Training, Second Language Instruction, *Suggestopedia, Teaching Methods
The annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on the Suggestopedia method that emphasizes the use of relaxation in the language classroom. The bibliography is divided into two parts. The first part contains 53 citations of journal articles, papers, research, and reports on the method and its use. The second part contains five citations of books by major authors associated with the development and use of the technique. Each citation contains bibliographic information, including ERIC document numbers when applicable, and a brief annotation. (MSE)

**ED 332 493**                    FL 018 317
*Frank, Jeannette   Waleign, Adamu*
**The Pragmatic Approach to Language Teaching: An Annotated Bibliography.**
Pub Date—Dec 89
Note—16p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Techniques, *Cultural Context, Educational Research, *English (Second Language), *Pragmatics, Second Language Instruction, Teaching Methods
This annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on the pragmatic approach, which emphasizes development of language as communication through immersion in the target language and culture. The bibliography contains 44 citations of books, articles, and book chapters. Each citation consists of basic bibliographic information and a brief annotation. (MSE)

**ED 332 494**                    FL 018 318
*Purnell, David   And Others*
**A Bibliography of TESOL Materials Relating to the Increase and Improvement of Classroom Oral Interaction.**
Pub Date—Dec 89
Note—19p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Classroom Communication, Classroom Techniques, Educational Research, *English (Second Language), *Interaction, Oral Language, Second Language Instruction, Teaching Methods
This annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on material that will assist ESL and English-as-a-Foreign-Language (EFL) teachers in increasing the oral interaction of students in the language classroom. Published materials included are limited to periodicals. Some unpublished materials are also cited, including instructional materials being pilot tested and conference papers. Items cited address either the practical task of improving oral interaction or provide background information. Citations are divided into three sections, including: (1) techniques and activities (41 citations); (2) models and suggestions (19 citations); and (3) implications and evaluations of theoretical applications (10 citations). Each citation includes basic bibliographic information, including the ERIC document number when applicable, and a brief annotation. (MSE)

**ED 332 495**                    FL 018 319
*Graham, Jacqueline G.   Cope, Victoria G. W.*
**An Application of Schema Theory and Metacognitive Strategies in Teaching EFL and ESL Reading: An Annotated Bibliography.**
Pub Date—Dec 89
Note—21p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Techniques, Educational Research, *English (Second Language), *Metacognition, *Reading Instruction, *Reading Strategies, Second Language Instruction, Teaching Methods
Identifiers—*Schema Theory
The annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on the application of schema theory and metacognitive strategies in improving students' independent reading comprehension. Fifty-three citations of research reports offering instructional implications of the results, and journal articles offering specific guidelines and strategies, most from 1985-1989, are included. Each citation contains basic bibliographic information and a brief annotation. (MSE)

**ED 332 496**                    FL 018 320
*Clark, Wilma   Innes, Joanna*
**Reading Comprehension in ESL: A Selected, Annotated Bibliography.**
Pub Date—88
Note—21p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Techniques, Educational Research, *English (Second Language), Interaction, *Reading Comprehension, *Reading Instruction, Second Language Instruction, Teaching Methods, Vocabulary Development
The annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on classroom techniques for developing reading comprehension. References appear under the following five headings: (1) background information on theory; (2) interaction; (3) current research findings; (4) vocabulary skills; and (5) classroom procedure. Many of the 66 items are included in more than one category. The bibliography contains citations of books, collections of articles and reports, and jour-

nal articles dated mostly since 1985. Each citation contains basic bibliographic information and a brief annotation. (MSE)

**ED 332 497**                    FL 018 321
*Coxe, Sean*
Cultural Considerations in the ESL Curriculum: A Selected, Annotated Bibliography.
Pub Date—89
Note—9p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Techniques, Cross Cultural Studies, *Cultural Awareness, *Cultural Context, *English (Second Language), Intercultural Communication, Second Language Instruction, Teaching Methods
This annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on cultural aspects of classroom teaching. Published during 1986, 1987, and 1988, the selected material covers a variety of issues, including discourse analysis, contrastive rhetoric, reading theory, and many other related aspects of ESL instruction. Highly technical linguistics articles and sources specific to one culture or methodology are not generally included. Literature types include journal articles, books, and studies. Each of the 35 citations contains basic bibliographic information and a brief annotation. (MSE)

**ED 332 498**                    FL 018 325
*Cartagena, Juan*
English Only JAMAS.
Pub Date—89
Note—13p.
Journal Cit—Centro; v2 n5 p65-76 Spr 1989
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English, *Language Role, Minority Groups, *Official Languages, *Political Influences, *Public Policy, *Puerto Ricans, United States History
Identifiers—English Only Movement, Puerto Rico
The history of language in the United States shows trends and movements that embrace and at times reject the accommodation of other languages in public life. However, there has always been resistance to creating an exclusively monolingual society. Instead, a cyclical pattern best describes U.S. language policy through the major periods in U.S. history. The current English-only movement supports suppression of Spanish, using such immediate and practical targets as bilingual ballots and voter registration. At a time when minority communities begin to successfully challenge structural impediments to political power by electing their own people to public office, minority politicians are accused of manipulating their constituents by using their native languages. Puerto Ricans in the United States are responding by refusing to support English-only legislation, and must continue to fight for full preservation of their language and culture, and against discrimination on the basis of language. (MSE)

**ED 332 499**                    FL 018 425
*Weatherford, H. Jarold*
Techniques for Learning Vocabulary.
Pub Date—10 Feb 90
Note—27p.; Paper presented at the Annual Meeting of the Foreign Language Association of Georgia (Savannah, GA, February 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Art Activities, Classroom Techniques, Computer Assisted Instruction, Contrastive Linguistics, Cultural Context, Dictionaries, Drama, Etymology, Instructional Effectiveness, Journal Writing, Linguistic Borrowing, Mnemonics, Music Activities, Physical Activities, Recordkeeping, Role Playing, Rote Learning, *Second Language Learning, Semantics, Songs, Suggestopedia, Visual Aids, *Vocabulary Development
Identifiers—Analogies, Cognates, Synonyms, Total Physical Response
A variety of classroom techniques for second language vocabulary learning are described, based on the principle that different approaches work with different students under varying conditions. The techniques include: rote rehearsal; the use of visual aids, including items that are acted out by students for the benefit of the class; role-playing; vocabulary

learning in a specific cultural context; vocabulary learning through art activities; the root-word approach; mnemonic techniques such as the keyword approach; use of the notion of semantic fields to illustrate conceptual relationships between words; two types of vocabulary learning through music (simple songs, and the suggestopedia method); physical activities, as in Total Physical Response instruction; study of cognates and direct borrowing; study of loan translations; use of soap-opera style drama tapes in the language laboratory; analogies; computer-assisted instruction through drills and games; and synonyms. Investigation of additional channels for vocabulary learning such as journal writing and the recording of new words learned is recommended. (MSE)

**ED 332 500**                    FL 018 617
*Moore, Alex*
A Whole Language Approach to the Teaching of Bilingual Learners. Occasional Paper No. 15.
Center for the Study of Writing, Berkeley, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 90
Note—23p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Students, Case Studies, *English (Second Language), Foreign Countries, Immigrants, *Individualized Instruction, Language Skills, Language Teachers, Uncommonly Taught Languages, Unwritten Languages, *Whole Language Approach, Writing Assignments, *Writing Skills
Identifiers—Bangladesh, England, *Sylheti
A case study is presented that details the English learning experiences of Mashud, a Bangladeshi boy who emigrated to England. Although Mashud was fluent and skilled in his native Sylheti language, he had a great deal of difficulty learning English. He attempted to spell phonetically and showed little understanding of grammar or punctuation. In writing assignments, Mashud consistently produced formulaic moral tales. Mashud's teacher hypothesized that Sylheti, as an oral language, had emphasized learning moral lessons and formulaic repetition of information rather than creative writing skills. Instead of discouraging his Sylheti-based linguistic attempts, the teacher employed individualized discourse and autobiographical writing tasks to expand Mashud's English knowledge and writing ability. Mashud showed marked improvement in these areas, illustrating the importance of individualized, whole-language approaches to educating bilingual students. (JL)

**ED 332 501**                    FL 018 683
*Perez, Maria L.   Zanger, Virginia Vogel*
Project Exchange, Proyecto Intercambio: A Guide to Exploring Hispanic and North American Cultures.
Boston Public Schools, Mass.
Spons Agency—Department of Education, Washington, DC.
Pub Date—[81]
Note—112p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cultural Awareness, Curriculum Guides, *English (Second Language), High Schools, High School Students, *Hispanic Americans, *Intercultural Communication, *North American Culture, Second Language Instruction, *Spanish, Student Exchange Programs, Worksheets
Based on a successful high school student exchange program, a curriculum was designed to bring together Hispanic students learning English and Anglo students learning Spanish for intercultural experiences. The flexible curriculum includes over 40 activities that students can participate in while meeting together once a week for either a brief period (several weeks) or an entire term. The activities deal with issues, including cultural misconceptions, found to be of interest to high school students, and that may be appropriate for subjects other than language. Topics include verbal and nonverbal communication, family structure and customs, male-female relationships, lifestyle, food and manners, religion and superstition, holidays, schooling, music and dance, and the "American dream." The teaching guide consists of explanations for each activity, containing a list of issues for group discussion, hints for preparation, and follow-up assignments. Student worksheets for each activity, in Spanish and En-

glish, are appended. A form for student evaluation of the program and a brief bibliography are also included. (MSE)

**ED 332 502**                    FL 018 802
*Williams, Jessica*
Evaluating ITA Preparation Programs: Intensive versus Concurrent.
Pub Date—[90]
Note—10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Chinese, *Classroom Communication, Classroom Techniques, Communication Skills, English (Second Language), *Foreign Students, Higher Education, *Instructional Effectiveness, Language Tests, *Program Design, *Program Effectiveness, Program Evaluation, Summer Programs, *Teacher Education, *Teaching Assistants, Testing, Uncommonly Taught Languages
Identifiers—*University of Illinois
A study evaluated the relative pedagogical and cost effectiveness of training programs for international teaching assistants (ITAs) that are conducted before and within the academic year. Both program types were established at the University of Illinois during the academic year 1989-90, with similar content, the same number of contact hours, the same instructor, and similar students in terms of first language background (Chinese) and range of English language proficiency. Twelve students participated in the 2-week summer course, and 10 in the 10-week concurrent course. Data were gathered on students' pre- and post-test scores on a language test and on an instrument designed specifically to evaluate the teaching and language skills of ITAs, and departmental evaluations were obtained. Follow-up observations of course participants were also made. Based on these results and on impressionistic information, it was concluded that given limited resources, the best solution is to provide a concurrent course focusing on pedagogical effectiveness, including language and interaction skills and classroom culture and management. A less intensive summer course might be added, more geared toward social and cultural orientation, to feed into the concurrent course, which could concentrate on classroom communication. (MSE)

**ED 332 503**                    FL 018 879
*Harshbarger, Lisah*
The Attitude-Proficiency Relationship: A Non-Linear Perspective.
Pub Date—Apr 90
Note—31p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, *Communication Apprehension, Educational Environment, *English (Second Language), Foreign Countries, Higher Education, *Language Attitudes, *Language Proficiency, *Language Role, Second Language Learning, Serbocroatian, *Student Attitudes, Surveys, Uncommonly Taught Languages
Identifiers—*University of Mostar (Yugoslavia)
A study of the relationship between language learners' attitudes and their development of language proficiency was based on a survey of 50 Yugoslavian university students of English as a Second Language (ESL). The subjects were taking English to fulfill a second language requirement. They were first administered two written attitudinal surveys in their English classes (the short form of the Personal Report of Communication Apprehension and a variant designed to obtain similar information about communication apprehension levels when speaking English in a variety of contexts, including the classroom). Subjects were then interviewed in English concerning why they were studying English, and again completed another survey that tests communication apprehension immediately after a stress-producing communicative experience. All surveys were administered in Serbo-Croatian. Analysis of the survey results suggests that the survey type and the context of its administration influence whether or not it will support a linear, causal perspective on the attitude-proficiency relationship.

An alternative model of the attitude proficiency relationship, focusing on the learner's first impression of the target language, is proposed. Survey data are appended and 33 references are cited. (MSE)

ED 332 504                FL 018 885
Davison, Alice, Ed.  Eckert, Penelope, Ed.
Women in the Linguistics Profession: The Cornell Lectures. Conference on Women in Linguistics (Ithaca, New York, June 1989).
Linguistic Society of America, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—90
Contract—NSF-88-00534
Note—268p.; Produced by the Committee on the Status of Women in Linguistics.
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Administrator Attitudes, *Cultural Isolation, Deans, Doctoral Dissertations, *Employment Patterns, English Departments, *Females, Graduate Study, Higher Education, Intellectual Disciplines, *Linguistics, Mentors, Scholarship, *Sex Bias, Sexual Harassment, Tenure, Trend Analysis, *Women Faculty, Work Environment
Papers on women in linguistics is presented in five groups. An introductory section contains: "Feminist Linguistics: A Whirlwind Tour"; "Women in Linguistics: The Legacy of Institutionalization"; "Reflections on Women in Linguistics"; and "The Structure of the Field and Its Consequences for Women." Papers on trends and data include: "The Status of Women in Linguistics"; "The Representation of Women in Linguistics, 1989"; and "Women in Linguistics: Recent Trends." A section on problems and their sources includes: "How Dick and Jane Got Tenure: Women and University Culture 1989"; "Success and Failure: Expectations and Attributions"; "Personal and Professional Networks"; "Sexual Harassment and the University Community"; and "Two Cultures of Communication." Essays on finding and giving support include: "Gender Values and Success in Academia"; "First Generation Mentors"; and "He Was Her Mentor, She Was His Muse: Women as Mentors, New Pioneers." A section addressing stages in a woman's career contains: "The Dissertation Year"; "A Dean's Perspective on Academe"; "From Graduate School to Tenure"; "Living on the Margin: Pros and Cons of Being Linguists in an English Department"; and "Independent and Isolated Scholars: Report on a Group Discussion." (MSE)

ED 332 505                FL 018 942
Shepherd, David
Discourse Colonies within TEFL Methods Articles.
Pub Date—Jul 90
Note—8p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Discourse Analysis, *English (Second Language), Foreign Countries, *Instructional Materials, Language Teachers, *Readability, Second Language Instruction, Teacher Education, *Teaching Methods
This study investigated the application of the concept of "discourse colony," a written text type, to the analysis of discourse used in English-as-a-Second-Language (ESL) testing and teacher education. The discourse colony includes a diverse collection of discourse types whose cohesion comes from their predictable organization (e.g., timetables, schedules, newspapers, instructions, prayer and hymn books, legal statutes). A discourse colony is defined as having nine specific potential properties. A British Broadcasting Corporation publication entitled "London Calling," a monthly magazine commonly used for some short-term ESL courses, and 19 ESL methods articles from an ESL teachers' publication were analyzed by application of the nine criterion properties. It is concluded that while the phenomenon of a discourse colony is universal within literate societies, the identification of discourse markers predicting colonies is problematic. One of the methods articles is appended. (MSE)

ED 332 506                FL 019 007

Verlag, Max Hueber, Comp.
IFS Bibliographie Moderner Fremdsprachenunterricht, 20 (1989) Nr. 2-4 (Bibliography of Modern Language Instruction, Vol. 20 (1989) Nos. 2-4).
Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Report No.—ISSN-0342-5576
Pub Date—90
Note—354p.
Journal Cit—IFS Bibliographie Moderner Fremdsprachenunterricht; v20 n2-4 1989
Language—German
Pub Type— Reference Materials - Directories/Catalogs (132) — Collected Works - Serials (022)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Annotated Bibliographies, English, Foreign Countries, French, German, Linguistic Theory, *Modern Languages, Russian, Second Language Instruction
This collection of annotated bibliographies on the teaching of modern languages is the product of a West German information dissemination system similar to ERIC. The bibliographies are published quarterly and list items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics and with a number of institutions around the world. Entries include mostly German, French, English, and Russian titles. The bibliographies are made up of three main sections, including: (1) an alphabetical author/title listing with bibliographic citations and subject index terms; (2) abstracts in German; and (3) a subject index developed from the descriptor terms assigned to each entry. Lists of sources (periodicals, publishers, and institutions) cited, and a cross-reference index are included. (JL)

ED 332 507                FL 019 067
Apodaca, Mary
Proficiency Sample Project.
Colorado State Dept. of Education, Denver.
Pub Date—Nov 90
Note—58p.; Section 7 is used to present student writing samples which vary according to workshop and language; hence it is not included in ERIC's copy.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classification, Difficulty Level, High Schools, *Language Proficiency, Language Skills, *Language Tests, Listening Skills, Second Language Instruction, *Second Language Learning, Speech Skills, State Surveys, *Testing, Time Factors (Learning), Writing Skills
Identifiers—*ACTFL Proficiency Guidelines, *Colorado Foreign Language Proficiency Sample Proj
The instrument for Colorado's Foreign Language Proficiency Sample Project and directions for its administration are provided in this document. The project is a voluntary, teacher-designed and -administered effort to standardize high school student language proficiency assessment techniques. The materials are used in teacher workshops. The instrument is used to gather student language samples and rate student skills in speaking, listening, reading, and writing. The first section states the rationale for the project, summarizes the American Council on the Teaching of Foreign Languages' (ACTFL) proficiency guidelines for the novice and intermediate levels, outlines the hierarchy of language learning, and compares the number of hours in a typical secondary language class to that of the Foreign Service Institute. The second section contains questions with an explanation of how to conduct an oral interview with a beginning level student. A flow chart for evaluating oral samples is included. Section 3 contains the beginner writing assessment; section 4 contains beginner and mid-level reading and listening assessments; section 5 consists of the mid-level speaking assessment; and the 6th section is the mid-level writing assessment. Section 8 is an appendix containing a memo to users describing the project, rating scales, follow-up memos, and a brief bibliography. (MSE)

ED 332 508                FL 019 083
D'Acierno, Maria Rosaria
Neurological, Psychological, and Emotional Aspects Related to Bilingualism.
Pub Date—90
Note—45p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingualism, Case Studies, *Cognitive Development, *Cognitive Processes, Com-

parative Analysis, Foreign Countries, Language Research, Monolingualism, Second Language Learning
This report aims to characterize, in greater detail, the delicate psychological processes children go through when facing two languages and two cultures. In doing so, it is suggested that bilingualism can play an important role in cognitive and linguistic growth. Data used in this study is taken from a larger study involving 30 Italian bilingual children attending a British school in Italy. In that study the linguistic development of these two groups of bilingual students are compared with that of monolingual students. The environment in which bilingual children learn language is emphasized. The present discussion focuses on the psychological and social aspects of bilingual development of 9 children: seven compound bilinguals and two coordinate bilingual. (JL)

ED 332 509                FL 019 103
Jabbour-Lagocki, Judith
Prepositions of Position: An Analysis for Practical Application in the Classroom.
Pub Date—90
Note—7p.; In: Fremdsprachendidaktik und Innovations in der Lehrerbildung. Havranek, G. and Stefan, F. Vienna: Bohlav Verlag, 1990. p162-167.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, *English (Second Language), *Grammatical Acceptability, *Prepositions, Second Language Instruction, *Visual Aids
Learners of English as a Second Language are frequently confused about when to use prepositions. While some explanations offered in textbooks are satisfactory, more often they are unsatisfactory or completely lacking. An analysis of explanations revealed the underlying relationships represented in prepositions of location or proximity. With English prepositions of proximity ("by, near, next to, beside"), the degree of distance expressed by each can be thought of as forming a continuum from "next to" to "near." It is useful for students to experience concrete distances between objects in the classroom or use visual aids, and to solidify the concepts by making statements using the prepositions. Another group of prepositions often found difficult includes "at, on, and in." Exploiting the three-dimensional aspects of prepositions may help explain their use in expressing spatial relationships, and subsequently their temporal relationships. Testing the understanding of these prepositions can be accomplished by having students ask each other questions about pictures, make contrastive pairs, or write a group story in which each student adds a sentence using a new preposition. It is important for teachers to understand that examples alone, without sufficient semantic explanation and opportunities to transfer the knowledge to new contexts, will be ineffective in teaching language learners. (MSE)

ED 332 510                FL 019 143
Ronk, Donald E.
Educational Level and Illiteracy Rates of Mothers and Step-Fathers of Vietnamese Amerasians Enroute to the United States.
Pub Date—Jun 90
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, Blacks, Comparative Analysis, Demography, *Educational Attainment, Elementary Secondary Education, English (Second Language), Foreign Countries, *Illiteracy, Immigrants, Language Proficiency, *Mothers, *Refugees, Stepfamily, *Vietnamese People
Identifiers—Afro Americans, Philippine Refugee Processing Center
A study compared demographic and test data on the Vietnamese mothers or primary caregivers of Amerasian offspring (hereafter, Amerasian mothers) with those of non-Amerasian peers at the Philippine Refugee Processing Center. Eight hypotheses concerning the educational level, illiteracy rate, English language skills, husband's education, and children's relative educational achievement were tested against the data. Hypotheses also addressed the characteristics of mothers and step-fathers of Afro-Amerasian children. Results were mixed, with some hypotheses supported and some not. It was found that Amerasian mothers had about four years less education, five times the illiteracy rate, and lower levels of English language skills than their peers. The stepfathers of Amer-

asians placed well above their spouses in education and literacy but not in English skills. No substantial difference was found between Amerasian mothers and their children in years of schooling or literacy rate. The mothers of Afro-Amerasian children had less schooling and a much higher illiteracy rate than Amerasian mothers in general. The step-fathers of Afro-Amerasians had significantly higher levels of schooling, better English skills, and less illiteracy than the mothers, but less achieved schooling and literacy than their Amerasian peers. (MSE)

**ED 332 511**    FL 019 144
*Ronk, Donald E.*
Educational Disadvantages of Vietnamese Amerasians in Comparison to Vietnamese Peers Enroute to the United States.
Pub Date—Jan 90
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, *Asian Americans, Blacks, Comparative Analysis, *Educational Attainment, *Educationally Disadvantaged, Foreign Countries, *Illiteracy, Immigrants, *Refugees, *Vietnamese People
Identifiers—African Americans, Afro Amerasians, Philippine Refugee Processing Center
A study investigated the educational background of Vietnamese Amerasians and their Vietnamese peers in the Philippine Refugee Processing Center. Results indicate that Amerasians have significantly less education and a higher illiteracy rate than their peers, while half-siblings of Amerasians do not differ significantly in schooling from youth not related to Amerasians, suggesting that at some point, educational discrimination occurs for Amerasians. Afro-Amerasians had significantly less schooling and higher illiteracy than any peer group, also suggesting discrimination in education. Male Amerasians had a higher illiteracy rate than females in this cohort, while male Afro-Amerasians have more schooling than female Afro-Amerasians. It is concluded that Amerasians have suffered educational and personal disadvantage, often severe, and are more likely to have more difficulty entering mainstream life in the United States than others. They are in great need of special educational assistance. Of all groups, Afro-Amerasians have the greatest need for educational, psychological, and social assistance. (MSE)

**ED 332 512**    FL 019 145
*Ronk, Donald E.*
A Discussion of "Presenting Problems" in Counseling Indochinese Refugee Adolescents Enroute to the U.S.
Pub Date—Jan 90
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, *Adolescents, Age Differences, *Asian Americans, *Counseling Services, English (Second Language), Females, Foreign Countries, Immigrants, Individual Development, *Indochinese, Males, Mathematics Instruction, Referral, *Refugees, Secondary Education, Sexuality, *Student Adjustment, Vietnamese People
Formal guidance and counseling cases have been opened on 397 Indochinese adolescents between 11.5 and 16.5 years of age since mid-1987 as they passed through the Philippines for 18 weeks of training in English as a Second Language, U.S. culture, and mathematics, preparatory to entering the United States and U.S. secondary schools. Demographic data indicate that discipline issues at the training school, particularly for Vietnamese Amerasian males, are primary reasons for referral and case openings. Advancing age, psychosexual maturing, sex, and location of the last residence before arrival in the Philippines are significant factors in referrals for counseling. Vietnamese Amerasians figure prominently in all data that predict adjustment difficulties in U.S. secondary schools, especially for males. The report includes data tables drawn from case records. (MSE)

**ED 332 513**    FL 019 146
*Dixon, Richard*
Listening Comprehension: Textual, Contextual, Cognitive, and Affective Considerations.
Pub Date—Mar 91
Note—47p.; Paper presented at the Annual Central States Conference on Language Teaching (23rd, Indianapolis, IN, March 21-24, 1991).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Advance Organizers, Classroom Research, *Cognitive Style, College Students, *Communication Apprehension, Context Clues, Higher Education, Introductory Courses, *Listening Comprehension, Multiple Choice Tests, Second Language Instruction, *Second Languages, Spanish, *Visual Aids
This study investigated the following areas: (1) the possible effects of a written textual advance organizer or contextual visual aid on foreign language (Spanish) listening comprehension; (2) variations or interactions by learning modality preference of the learner; and (3) effects attributable to either learner learning modality or foreign language class anxiety. Three independent variables (use of a contextual visual or an advance organizer in English, student learning modality, and presence of foreign language anxiety) and one dependent variable (achievement on a Spanish multiple-choice test on the listening passage used) were considered. Subjects were 198 college students in a beginning Spanish class. A 3 x 3 x 2 factorial design was used for the study. Results indicate that the students with a textual advance organizer performed better in listening comprehension than those with a visual cue or no cue. Students without anxiety scored significantly higher than those with anxiety, regardless of cue received or learning modality. Learning modality did not significantly affect learning comprehension and did not interact with either level of semantic cue. A 16-item bibliography, the textual and contextual cues, and the multiple-choice test are appended. (MSE)

**ED 332 514**    FL 019 147
*LeDuc, Ellen H.*
Teaching Science to Students with Limited English Proficiency Using Cooperative Learning Techniques.
Pub Date—Jun 90
Note—82p.; M.S. Practicum, Nova University.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Bilingual Students, Bilingual Teachers, Classroom Techniques, *Cooperative Learning, Grade 2, *Grouping (Instructional Purposes), Instructional Effectiveness, *Limited English Speaking, Music Activities, Poetry, Primary Education, Science Experiments, Science Fairs, *Science Instruction, *Spanish Speaking, Student Participation, Testing
Minimal class participation by students with limited English proficiency (LEP), and LEP student failure to pass regular classroom tests were addressed through cooperative learning in a second grade science class. Classroom techniques used included strategies for using the scientific method of investigation, hands-on activities, experiments, music, creative movement done to poetry, and a science fair exhibit. Each LEP student was grouped with at least two bilingual students who spoke both Spanish, the target language group, and English. Provisions were made with bilingual teachers for assessment of those unable to be tested in English. Results indicate that a comprehensive program using bilingual, cooperative learning and active involvement of all students in a wide range of instructional activities will better meet the needs of students with limited English proficiency. (Author/MSE)

**ED 332 515**    FL 019 152
Russian/Greek Bilingual Comprehensive Instructional Program, 1989-90. OREA Final Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Spons Agency—Department of Education, Washington, DC.
Pub Date—90
Contract—T003A80102
Note—16p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Bilingual Education Programs, Business Education, Career Counseling, Career Development, English (Second Language), Federal Programs, *Greek, High Schools, *Limited English Speaking, *Native Language Instruction, Parent Participation, Program Effectiveness, Program Evaluation, *Russian, Second Language Programs, Staff Development, Uncommonly Taught Languages

Identifiers—Content Area Teaching, New York City Board of Education
During the 1989-90 school year, the Russian/Greek Bilingual Comprehensive Instructional program was fully implemented, serving 707 limited-English-speaking native Russian- and Greek-speaking students at seven public and three private high schools. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), bilingual/ESL content areas (mathematics, science, and social studies), and business skills. Personal and career counseling, tutoring, and parent involvement activities were also provided. The project achieved its objectives in ESL, business skills, attendance, support services, and staff development. The program partially met its objectives for career development and parental involvement, but did not achieve its objective in content area courses. It is recommended that the program lower the target passing rate for content area courses to reflect more reasonable expectations. (Author/MSE)

**ED 332 516**    FL 019 159
*Foreman, Mary Margaret*
Training Teachers in the Natural Approach.
Pub Date—91
Note—8p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Indianapolis, IN, March 21-24, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Second Language Programs, Higher Education, *Instructional Improvement, *Language Teachers, Program Descriptions, Program Design, Second Language Instruction, Teacher Education, Teaching Assistants
Identifiers—*Natural Approach (Languages), *Purdue University IN
This report describes the use of the natural approach to second language instruction to improve the teacher training program at Purdue University (Indiana). First, the report discusses the establishment of a permanent, non-tenure-track position of Assistant Director for Beginning Levels of Spanish. Second, focus is on the improvement of the orientation program so teacher trainees would be better prepared for their classroom experience. The third part of the program is a one-credit-hour fall semester course in theory and classroom application of the Natural Approach for all new staff teaching introductory courses. The fourth program element involves classroom observation and formal evaluation by the supervisor and students. Use of videotapes of a variety of courses illustrating use of visuals, realia, props, small group and paired activities, and good student-teacher interaction is also anticipated as an extension of the current program design. (MSE)

**ED 332 517**    FL 019 160
*Turcotte, Roselyne*
La toponymie: Metaphorisation, demetaphorisation, remetaphorisation (Toponymy: Metaphorization, Demetaphorization, Remetaphorization).
International Center for Research on Language Planning, Quebec (Quebec).
Report No.—ISBN-2-89219-218-8
Pub Date—91
Note—110p.
Language—French
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Foreign Countries, *Geography, Language Research, Linguistic Theory, *Metaphors, *Onomastics, Semantics, Semiotics
Identifiers—Canada, *Place Names, *Quebec
A study investigated one segment of toponymy, the study of place names, in Quebec. The first chapter discusses the nature, functions, and functioning of place names from a semiotic-logico-linguistic viewpoint. Chapter two describes the corpus and methodology of the study. Over 900 occurrences of "anse," the French word for "cove," in Quebec were examined from the perspective that the cove names given to geographic locations are an attempt to acknowledge meaning through metaphor. The cove names were assigned to four categories, including: parallel or similar forms; native names; homographic or identical names; and coves named after people. Within these categories, further lexical, morphosyntactic, and homonymic analysis is performed. The third chapter examines how semantic and semiotic connotations are incorporated into

place names, laying a foundation for the concept of the place name as metaphor. The fourth and final chapter addresses in greater depth the idea that the place name may be both created and perceived as a metaphor within a particular spatial and temporal context. A 117-item bibliography and the categorized cove name lists are appended. (MSE)

**ED 332 518**                                    **FL 019 161**
*Langille, John  And Others*
**The Finnish Foreign Language Diploma for Professional Purposes.**
Pub Date—Apr 90
Note—18p.; Paper presented at the Annual Academic Committee for Research on Language Testing Symposium (9th, Israel, April 25-27, 1990).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accreditation (Institutions), *Business Administration, *Certification, *English (Second Language), Evaluation Criteria, Foreign Countries, *Languages for Special Purposes, *Language Tests, Listening Comprehension, Program Descriptions, Program Design, Reading Comprehension, Reading Skills, *Second Language Programs, Test Construction, Writing Skills
Identifiers—*Finland
The Finnish Foreign Language Diploma for Professional Purposes, which tests English language skills, is described. The examination is intended for both individuals desiring certification of their knowledge and ability to use English in a professional context and for employers wanting independent evaluation for selection purposes. It measures ability at three levels, is accredited by a board representing academic and business interests, was designed by the University of Jyvaskyla (Finland), and is administered jointly by three agencies, including the university. The test consists of a variety of common and job-specific tasks based on language needs identified by a survey of business and industry. The job-specific components are adjusted based on a questionnaire to which the prospective examinee responds and can be further specialized by job description. The examination evaluates both written and oral comprehension and production. It takes 4-5 hours, and includes a half-hour of videotaped oral interviews and presentation. The oral testing team, a national network, is trained in workshops and the videotapes are reviewed for improvement of the testing technique. The candidate registers for the test at least one month before administration, and certificates are issued one month after administration. Evaluation criteria and questionnaires for both examinees and employers are appended. (MSE)

**ED 332 519**                                    **FL 019 162**
*Costello, Nancy A.*
**Toward Balance in Translation.**
Pub Date—Apr 90
Note—53p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (8th, Thessaloniki, Greece, April 15-21, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Biblical Literature, Comparative Analysis, Contrastive Linguistics, Foreign Countries, Language Patterns, *Translation, Uncommonly Taught Languages
Identifiers—*Papua New Guinea
A study compared translations of biblical passages into different languages in Papua New Guinea. The study looked for evidence of balance between literal and free interpretation in translation style in the gospel of Mark, which is narrative and didactic material, in 12 languages, and the mainly hortatory genre in translations of 4 epistles: Galatians (12 languages); Ephesians (10); Hebrews (10); and 1 John (10). In all, 25 languages are represented. Literal and free English translations were used for comparison. For each language, a number of verses were labeled as literal, modified literal, idiomatic, or free and compared with like verses in other languages. Sample classifications showing the range of translation types are given, and comparative analyses are presented in both tabular and narrative form. Results indicate that most of the translations were only idiomatic and free or predominantly idiomatic. Some had a proportion of both modified literal and idiomatic translation. Some languages had one type of translation predominant for one text type and another translation type for another text type. It is

concluded that free translation or any concentrating largely on idiomatic translation must be justified, and that balanced translation begins with literal and moves toward free translation as needed. (MSE)

**ED 332 520**                                    **FL 019 163**
*Schneider, Susan*
**Integrating Whole Language with a Sheltered English Curriculum: A Longitudinal Evaluation of At Risk Language Minority Students.**
Pub Date—Nov 90
Note—27p.; Paper presented at the Annual Meeting of the National Reading Conference (Miami, FL, November 27-December 2, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education Programs, Case Studies, Comparative Analysis, Curriculum Design, Elementary Education, *High Risk Students, Immersion Programs, *Limited English Speaking, Longitudinal Studies, Program Effectiveness, Transitional Programs, *Whole Language Approach
Identifiers—El Paso Independent School District TX, *Sheltered English
A study evaluated two El Paso, Texas bilingual education program types, including a state-mandated transitional model (n=18 schools, 5,607 students) and a bilingual immersion program (n=19 schools, 4,717 students). Both programs are designed so students will exit after grade 4, but some continue in grades 5 and 6. Student characteristics are similar across programs. Transitional programs have tended toward the audio-lingual approach, and immersion uses recent language-acquisition methods and the whole language approach and teaches reading and content areas in English. More recently, a language-arts approach has been encouraged, but not widely embraced, in the transitional program. Longitudinal data on student progress in the two program models and process data for three years has been gathered, and teachers were surveyed twice. Analysis of the data indicates that as in previous years, the immersion students performed better on standardized tests than transitional program students, with the gap narrowing in reading and math in the upper grades. Regardless of program, the students make the same average grades and are promoted at a similar rate. It is concluded that the bilingual immersion program can provide needed first-language instructional support and development as well as a richer, faster, more complete exposure to English. (MSE)

**ED 332 521**                                    **FL 019 164**
*Becker, James E.*
**K-12 Foreign Language Software Products Bibliography.**
Iowa State Dept. of Education, Des Moines. Bureau of Instruction and Curriculum.
Pub Date—91
Note—125p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, Computer Software, *Courseware, Elementary Secondary Education, Instructional Materials, Microcomputers, *Second Language Instruction
Computer software for elementary and secondary school second language instruction produced by 55 companies is listed and briefly described. The information is organized by company. Each company listing includes the publisher's address and telephone number and citations for each relevant computer program. For each program, information on price, program capabilities, hardware requirements, and languages available is provided, when applicable. Additional sections contain lists of computer productivity materials, electronic gradebooks, accessories and related products, lists of peripherals, publications, and ancillary materials, a reprinted list of sources of language software, videodisc sources for foreign languages, and word processing programs for the Macintosh. (MSE)

**ED 332 522**                                    **FL 019 165**
*Stansfield, Charles W.   Kenyon, Dorry Mann*
**Development of the Texas Oral Proficiency Test (TOPT). Final Report.**
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Texas Education Agency, Austin.
Pub Date—17 Apr 91
Note—222p.
Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Bilingual Education, Elementary Secondary Education, French, Higher Education, Interviews, *Language Proficiency, Language Teachers, *Language Tests, Second Language Instruction, Spanish, State Programs, *Teacher Certification, *Teacher Qualifications, *Test Construction, Test Validity, *Verbal Tests
Identifiers—Texas, *Texas Oral Proficiency Test
Development and validation of the Texas Oral Proficiency Test (TOPT) is described. The TOPT, a simulated oral proficiency interview, was developed in French and Spanish as a test of speech skills to be used by the state as part of its certification testing program for French, Spanish, and bilingual education teachers. An introductory chapter provides background information, beginning with the history leading to the test's development and concluding with a description of the test itself. The second chapter describes a survey to establish the job relevance of the test in each of the three teaching areas. The third chapter chronicles the development of the trial form of the TOPT. Chapter four describes the trial process, including the purpose, recruiting examinees, adminstration and data collection, and the results of examinee data forms and judge sheets. Development of the final form is outlined in chapter five, and content validation is addressed in the sixth chapter. The final chapter describes how passing score standards for the TOPT were set through three separate studies. Appended materials, which form the bulk of the document, include the survey instruments, response, evaluation, rating forms, data on trialing examinees, item ratings and sample comments, and related documents. (MSE)

**ED 332 523**                                    **FL 019 166**
*Berube, Barney*
**Learning From a Distance: U-Maine & ESL Go Electronic.**
Pub Date—Jan 90
Note—7p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Washington, DC, January 9-12, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Distance Education, *Educational Television, Elementary Secondary Education, *English (Second Language), Higher Education, Language Teachers, Second Language Instruction, Statewide Planning, Teacher Education, Teaching Methods, Technological Advancement
Identifiers—*University of Maine
Most teachers of English as a Second Language (ESL) in Maine live over 30 miles from the nearest University of Maine campus. While the Maine Department of Education has been offering intensive ESL teacher training courses, a lack of qualified ESL teachers persists. The advent of microwave transmission means more opportunities for teacher training through instructional television. In addition to access, the primary advantage, the medium offers other advantages, including: exploitation of visuals; use of student-produced videotapes; presentations by guest lecturers; use of simulation; class management through two-way audio; accommodation of students' different learning modalities; rescheduling of cancelled classes; and easy use of small-size visuals. Disadvantages include these: spontaneity is limited; personal teacher-student rapport is neutralized; distribution of paper becomes expensive; visual student-to-teacher feedback is lacking; mechanical malfunction can waste a class session; the medium is not yet technologically sophisticated; cooperative learning opportunities are limited; kinesthetic and tactile learners are at a disadvantage; and everything takes longer. Despite these drawbacks, the medium has great potential and should be pursued. (MSE)

**ED 332 524**                                    **FL 019 167**
*Stevens, Vance*
**Computer HANGMAN: Pedagogically Sound or a Waste of Time?**
Pub Date—Feb 91
Note—28p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English for Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, Computer Assisted Instruction, *Computer Software, *English (Second Language), Foreign Countries, Higher Education, Instructional Effectiveness, Second Language Learning, *Student Behavior, *Vocabu-

lary Development
Identifiers—*Hangman (Game), *Orthography, Sultan Qaboos University (Oman)

A study investigated the instructional usefulness of HANGMAN, a computerized vocabulary development game, for university students of English as a Second Language. In the ten microcomputers available to students, the regular version of the game was replaced with a modified version in which all student key-strokes were recorded automatically. Subjects were anonymous, most likely first-year university students. Data from 790 problems in 100 student sessions were analyzed for use of linguistic-competency-based (CB) and non-competency-based (NCB) strategies for solving the vocabulary puzzles presented. CB strategies included solving a puzzle with no hints; using hints with the result of a correct answer; and in some cases, use of a hint or "See Solution" to avoid hanging. NCB strategies included use of "See Solution" rather than persevering; abuse of hints; and patterned key-presses. Analysis indicates students used CB strategies to solve about half the words presented to them, while ESL instructors, viewed as "ideal" learners, used CB strategies to solve 92% of the problems presented to them. The students' manner of doing the problems was distinctive, with NCB strategies used at a much higher rate among this group. Recommendations are made for improving the program's instructional effectiveness. (MSE)

ED 332 525                FL 019 168
Cognitive Academic Learning Approaches Through E.S.L. Content Areas with Career Exploration Strategies (Project CALA), 1989-90. OREA Final Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Pub Date—90
Note—14p.
Available from—Office of Research, Evaluation, and Assessment, 110 Livingston St., Rm 732, Brooklyn, NY 11201.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Career Exploration, Dropout Prevention, *English (Second Language), High Schools, *Learning Strategies, *Limited English Speaking, Mathematics Instruction, Parent Participation, Program Effectiveness, Program Evaluation, Science Instruction, Social Studies
Identifiers—*New York City Board of Education

Cognitive Learning Approaches Through E.S.L. Content Areas with Career Exploration Strategies (Project CALA) served 200 students in its second year of funding. The project offered students of limited English proficiency opportunities to develop cultural and cognitive skills necessary for success in school and work through two major components: classroom instruction in mathematics, science, social studies using English-as-a-Second-Language (ESL) methodologies; and community-based internships. It operated at International High School on the LaGuardia Community College (New York) campus. The project met all its instructional objectives and its noninstructional objectives in attendance, dropout prevention, and postsecondary education. It was not possible to measure achievement of the parental involvement component due to lack of data. The program's strength is seen in its dual focus, which allowed students to progress academically while preparing them for careers by providing hands-on experience. (MSE)

ED 332 526                FL 019 169
Danzig, Arnold B.
Basil Bernstein's Sociology of Language: Deficit, Difference and Bewitchment.
Pub Date—Apr 90
Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Language Patterns, Language Research, *Linguistic Theory, Social Class, *Sociolinguistics
Identifiers—*Bernstein (Basil)

Basil Bernstein's research on the sociology of language indicates that he views language as both subjective and objective. Subjectively, it structures an individual's intentions and thought processes; objectively, it preserves and makes public the store of knowledge of human society. The sharing of language is the basic way in which the objective world

becomes part of the individual consciousness. Language gives the individual a way to organize and control phenomena and at the same time, language controls the individual. To classify Bernstein's work as an example of cultural-deficit or educational-disadvantagement explanation of school failure is to ignore the complexity of his formulations and other evidence that suggest he never intended his work to label working-class or minority culture as deficient. His work illustrates how children come to school with "different language patterns" built on social class and family relationships, but does not indicate what or who needs to change. Bernstein's sociology of language looks for ways to recognize and break the "spell" of the patterns taken for granted in language use. A 72-item bibliography is included. (MSE)

ED 332 527                FL 019 170
Aarons, Louis
Bilingual-Dichotic Learning of Foreign-Language Vocabulary: Visual Cued-Recall and Phrases.
Pub Date—Jul 90
Note—21p.; Paper presented in part at the Annual Meeting of the International Congress of Applied Psychology (22nd, Kyoto, Japan, July 22-27, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aural Learning, *Bilingualism, Classroom Techniques, College Students, Comparative Analysis, Higher Education, Instructional Effectiveness, *Learning Processes, *Russian, Second Language Instruction, Second Language Learning, *Vocabulary Development

Two studies compared the effectiveness of the bilingual-dichotic method with conventional diotic methods for teaching Russian vocabulary to English-speakers. Subjects were 101 college students. In the bilingual-dichotic method, the foreign word is presented to the right ear and simultaneously, the equivalent native word is presented to the left ear; then the foreign word is presented to both ears. The learner views the list of new words during the dichotic presentation. In the diotic methods, either the foreign word is presented twice to both ears or the native word is followed by the foreign word. The studies assessed the effectiveness of the bilingual-dichotic method using visual cued-recall for the learning of Russian phrases. The new method was compared with a conventional method, and yielded statistically significantly superior learning performances, averaging 10-18% more correct responses. The effects are sufficient to support application of the method to vocabulary instruction in the early stages of foreign language learning. (MSE)

ED 332 528                FL 019 171
Prado-Olmos, Patricia And Others
Cooperative Learning for Bilingual Students: A Case Study of a CIRC Implementation.
Pub Date—6 Apr 91
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Students, Case Studies, Classroom Communication, *Cooperative Learning, Elementary Education, Instructional Effectiveness, Interaction, *Mexican Americans, *Peer Relationship, Program Effectiveness, *Reading Instruction, Student Behavior, Videotape Recordings, *Writing Instruction

A study investigated the effectiveness of a Cooperative Integrated Reading and Composition (CIRC) program in an elementary school bilingual classroom with exclusively Mexican-American students (n=35). Because cooperative learning strategies are based on peer interaction and participants contributing to the common goal, the videotaped interactions of four male students during the daily (four days a week) use of CIRC were analyzed to infer and identify teaching and learning strategies that might explain student skill acquisition during CIRC activities. The teaching strategies included were modeling, contingency management, providing feedback, instructing, questioning, and cognitive structuring. The interactions between the two high-reading ability students changed over time; interaction decreased in quantity, and the students stopped being actively engaged in answering questions and often worked on different questions. Interactions between the lower-reading-ability pair were much more frequent, involved much monitoring and active negotiation of answers, and were charac-

terized by assistance-seeking from a teacher-aide. Both dyads used most of the strategies investigated. It is concluded that more than assisted performance theory is needed to guide analysis of student interactions, because the approach used here is too limited. A 15-item bibliography is included. (MSE)

ED 332 529                FL 019 172
Jebe, Suzanne P.
Model Learner Outcomes for World Languages Education.
Minnesota State Dept. of Education, St. Paul. Div. of Instructional Effectiveness.
Pub Date—88
Note—158p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Cultural Awareness, *Curriculum Development, Educational Objectives, Elementary Secondary Education, *Language Proficiency, *Models, Program Development, *Second Language Instruction, Second Language Learning, Second Language Programs
Identifiers—*ACTFL Proficiency Guidelines, *Minnesota

This report on model learner outcomes for world languages education is divided into five sections. The first describes the values, philosophy, mission, and goals of the Minnesota State Board of Education. The second section provides an introduction to and information on the goals of world languages education. Section three presents a range of model learner outcomes for foreign language learning that can be used to develop specific, proficiency-based language programs in Minnesota schools. These model learner outcomes are related to current work in the area of proficiency by the American Council on the Teaching of Foreign Languages (ACTFL) and other agencies, and define what learners should be able to do with the language they are acquiring. Proficiency is the underlying philosophy of this report and the guiding principle for the development of the curriculum and instruction suggested in chapter four. Appended materials include the ACTFL proficiency guidelines, principal implications for curriculum and instruction as derived from the ACTFL proficiency guidelines, a curriculum planning form, a checklist for proficiency-oriented programs, and a glossary, bibliography, and an annotated list of organizational resources. A 1989 supplement to chapter three is attached. (JL)

ED 332 530                FL 019 173
Kitao, S. Kathleen
Foreigner Talk, Foreigner Register, and Teacher Talk.
Pub Date—90
Note—17p.
Journal Cit—Annual Reports of Studies; v41 n1 p149-163 1990
Pub Type— Journal Articles (080) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English (Second Language), Language Styles, Language Teachers, *Language Variation, Native Speakers, Second Language Instruction, Second Language Learning, *Speech Communication

It has been suggested that all speech communities have varieties of simplified speech regarded as appropriate for use with individuals who do not have a full command of a language. These simplified codes are conventionalized within speech communities and are learned by the same process of cultural transmission as other language behaviors. This discussion focuses on the characteristics of simplified codes directed at non-native speakers of the target language, traits that trigger the use of these codes, and issues related to them. The discussion looks at simplified codes as they are used in the classroom (teacher talk), and the possible effects of these codes on English language teaching. (27 references) (JL)

ED 332 531                FL 019 175
Laporte, Pierre-Etienne Maurais, Jacques
Some Aspects of Language Planning in Quebec and in Finland. Discussion Papers in Geolinguistics, 17.
Staffordshire Polytechnic, Stoke-on-Trent (England). Dept. of Geography and Recreation Studies.
Report No.—ISSN-0262-9291
Pub Date—91
Note—35p.
Available from—Dept. of Geography and Recrea-

tion Studies, Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, United Kingdom ($5.00, including postage).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Demography, *English, *Finnish, Foreign Countries, *French, *Language Planning, Minority Groups, Sociolinguistics, *Swedish, Uncommonly Taught Languages
Identifiers—*Finland, *Quebec
This report discusses and compares language planning and the Swedish-speaking minority in Finland and the English-speaking minority in Quebec. The report discusses four issues: historical minorities and the demographic dynamic; municipalities; the language of work; and other minority language groups. It is concluded that, despite numerous surface similarities, that clearly distinguishes Quebec from Finland is that, in Quebec, French has the characteristics of a minority language. French, unlike Finnish, does not establish itself as the language of work, and it has been necessary to pass a language law requiring children of new immigrants to go to French language schools. The competition exerted by English is very strong. What emerges most clearly from this comparison is the difference of the sociolinguistic dynamic of Quebec French and Finnish. French, the majority language, is sociologically a minority language in Quebec. (JL)

ED 332 532                    FL 019 176
Petersen, Martin J.
An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.
Pub Date—90
Note—150p.; Ph.D. Dissertation, U.S. International University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Computer Assisted Instruction, *English (Second Language), *Language Proficiency, Language Skills, Language Tests, Limited English Speaking, Listening Skills, Oral Language, Research Methodology, Second Language Instruction, Skill Development, *Speech Synthesizers, *Teaching Methods
Identifiers—Basic English Skills Test, *VOXBOX
This study looked at the use of a computer-based voice-interactive language learning system (VOX-BOX) for teaching English as a Second Language. The intention of the study was to determine whether students who used VOXBOX as an exclusive instructional method could do as well as or better than students who used non-computerized, teacher-directed methods in improving the English-speaking proficiency level of limited-English-speaking proficiency (LEP) refugees seeking amnesty in the United States. A criterion-referenced instrument, the Basic English Skills Test (BEST) was used to measure the English proficiency gains between pre- and post-tests for an experimental and a control group. The experimental group used VOXBOX and the control group did not. Results showed that the VOXBOX students achieved significantly higher gains than the control group. It is concluded that VOXBOX ought to be considered as a serious tool to augment or even replace teacher-directed training efforts in teaching English as a Second Language. (Author/JL)

ED 332 533                    FL 019 177
Wilcox, Sherman  Wilcox, Phyllis
Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-524679-2
Pub Date—91
Contract—RI88062010
Note—142p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*American Sign Language, Course Descriptions, *Cultural Awareness, *Deafness, Diachronic Linguistics, Evaluation Methods, Instructional Materials, Language Attitudes, Postsecondary Education, *Program Design, *Second Language Instruction, Second Language Learning, Teaching Methods

During the last decade, the study of American Sign Language (ASL) as a second language has become enormously popular. More and more schools and universities recognize the important role that ASL can play in foreign language education. This monograph provides a comprehensive introduction to the history and structure of ASL, to the Deaf community and the culture of the Deaf people, to the methods of teaching ASL as a second language, and to the many issues facing the field of ASL instruction. Extensive information is offered to help the ASL student understand the language in its cultural context and to help ASL educators and program administrators design an appropriate plan of instruction for ASL as a second language. (VWL)

ED 332 534                    FL 019 178
Maschler, Toni
Turning the Kaleidoscope: Poetry in the E.S.L. Classroom.
Pub Date—90
Note—114p.; Project for M.A. in Teaching degree, School for International Training, Vermont.
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Anthologies, *Class Activities, *English (Second Language), Language Proficiency, *Learning Theories, Oral Language, *Poetry, *Second Language Instruction, Second Language Learning, Teaching Methods, Written Language
This report presents ideas on the use of poetry in teaching English as a Second or Foreign Language. Chapter 1 describes beliefs about language and language learning, and offers a theoretical justification for including the reading and writing of poetry in the language classroom. Chapter 2 is a collection of poetry activities that have been developed or gleaned from other works on language teaching. Chapter 3 consists of an anthology of poetry arranged under broad topic headings. An appendix contains a classification of the poems according to features of pronunciation, grammar, spelling, semantics. This classification is by no means complete, but it is hoped that it will assist teachers in integrating poetry into their lesson plans, and spark their imaginations as to additional ways to use poetry. The final section provides suggestions for further reading. Two bibliographies provide 57 citations.

ED 332 535                    FL 019 179
Selleck, Denise Faith
The Use of Humor in the English as a Second Language Classroom.
Pub Date—May 91
Note—186p.; M.A. Thesis, San Francisco State University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Audiotape Recordings, *English (Second Language), *Humor, Language Research, *Language Teachers, Linguistic Theory, Second Language Instruction, *Second Language Learning, *Student Behavior, *Teacher Behavior, Teaching Methods
This study examines the use of teacher and student humor in the English-as-a-Second-Language (ESL) classroom. A summary and synthesis of previous research on theories of humor, humor and its use in society, and applications of humor revealed its importance as an object of study. An analysis of audiotaped transcripts of samples of ESL classes yielded the following results: (1) approximately one-third of all classroom humor is student-initiated; (2) student humor was similar from class to class, while teacher-initiated humor varied considerably; (3) both students and teachers used exaggeration, contrast, and emotion, although students used exaggeration far more than any other kind of humor; and (4) students laugh at the vast majority of humor in the classroom, though they are more inclined to laugh at humor initiated by their peers than by their teachers. (Author/JL)

ED 332 536                    FL 019 180
De Moraes, Marcia Sampaio  And Others
Relationship between Language Teaching Methods and Writing Quality.
Pub Date—Apr 91
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Data Collection, Elementary Education, Essays, Foreign Countries, *Grammar, Instructional Effectiveness, Language Research, Portuguese, *Teaching Methods, Uncommonly Taught Languages, *Writing Skills, *Written Language
Identifiers—*Brazil
The purpose of this study was to investigate the extent to which the formal teaching of grammatical rules would affect the writing quality of sixth graders. Comparison was made between students of two University Lab Schools located in Rio de Janeiro, Brazil. The study was limited to the observation of written expression, because of limited resources. Quality of written expression was defined by scores obtained by the students on an essay, where the syntactical and the grammatical aspects of the language were considered. Comparison of the total mean scores of the two groups showed that the students who were not taught by grammar rules until grade six achieved higher scores. From the results of the study, it appears that psycholinguistic and cognitive aspects applied in the Portuguese language program should be considered as language is taught. The performance of students taught by the grammar method was not high, and it is suggested that memorization and mastery of language structure through repetition should not be considered a productive way to teach language. (JL)

ED 332 537                    FL 019 181
Cardenas, Karen Hardy
Beyond Drill and Filler: The Computer/Composition Connection.
Pub Date—Mar 90
Note—15p.; Paper presented at the Central States Conference on Language Teaching (22nd, Minneapolis, MN, March 15-18, 1990).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Size, *Computer Assisted Instruction, Higher Education, Language Proficiency, *Second Language Instruction, Second Language Learning, Spanish, Teaching Methods, *Writing (Composition), Writing Assignments
In choosing to have students use the computer in unstructured writing activities, the instructor may prefer to cover basics during classroom sessions and have students use technological aids to expand on these basics in outside assignments. Out-of-class composition assignments force students to create with these basics on their own. Students use word processing programs rather than "drill-and-filler" software; their goal is not to learn the patterns of the target language but to use what they know to create their own meaning. Language teachers have been slow to use the computer in teaching composition and equally slow in reporting the results of their experiences. Observations are presented on the basis of a three-semester project to increase the use of computers in the writing segments of four intermediate and advanced Spanish classes. It is concluded that the use of the computer in teaching foreign language composition has tremendous advantages, regardless of the content of the course or the way that the composition component is incorporated into the course. There are, however, several factors that will affect the efficacy of computer use. These include: (1) level of class; (2) size of class; (3) nature of assignment; and (4) individual versus group work. (JL)

ED 332 538                    FL 019 182
Neuman, Susan B.  Koskinen, Patricia
Captioned Television as "Comprehensible Input": Effects of Incidental Word Learning from Context for Language Minority Students.
Pub Date—[91]
Note—48p.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bilingualism, *Captions, English (Second Language), Grade 7, Grade 8, Junior High Schools, Language Proficiency, *Linguistic Input, Middle Schools, Science Instruction, *Second Language Learning, Teaching Methods, *Television, *Vocabulary Development
One theory of second language acquisition argues that children's competence in a second language is a function of the amount of "comprehensible input" acquirers receive and understand, without formal instruction in reading or grammar. To examine this hypothesis, this study analyzes whether compre-

hensible input in the form of captioned television might influence bilingual students' acquisition of vocabulary and conceptual knowledge in science. The 129 bilingual seventh and eighth graders in the study were assigned to one of the following groups: (1) captioned television; (2) traditional television without captioning; (3) reading along and listening to text; and (4) textbook only. Students in these groups either viewed or read 3 units from a science series, twice a week for a period of 12 weeks. Pretest checklist vocabulary tests and prior knowledge pretests were administered before the study of each unit; vocabulary measures analyzing a continuum of word knowledge of 90 target words were administered, along with a written retelling activity analyzing recall of science information. An analysis of word-related and video-related factors suggested that contexts providing explicit information yielded higher vocabulary gains. Further analysis indicated that those who were more proficient in English learned more words from context than others. These results suggest that along with the development of instructional strategies sensitive to differing levels of bilingualism, comprehensible input may be a key ingredient in language acquisition and reading development. (JL)

**ED 332 539**          **FL 019 183**
*Teta, Simeonidou-Christidou*
Ambiguites Semantiques dues au contact des deux langues, notamment du grec moderne et du francais (Semantic Ambiguities Resulting from the Contact of Two Languages, in Particular Modern Greek and French).
Pub Date—Apr 90
Note—38p.; Paper presented at the World Congress of Applied Linguistics Sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
Language—French
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ambiguity, Foreign Countries, *French, *Greek, Linguistic Borrowing, *Semantics, *Translation
The difficulties presented by the semantic baggage that a word/phrase carries as it is translated from one language (French) into another language (Greek) are discussed. Numerous examples of these difficulties, drawn from magazines and works of fiction, are provided. The phenomenon of linguistic borrowing is highlighted. (SR)

**ED 332 540**          **FL 019 186**
*Fradd, Sandra H.   Wilen, Diane K.*
Using Interpreters and Translators To Meet the Needs of Handicapped Language Minority Students and Their Families. Program Information Guide Series No. 4.
National Clearinghouse for Bilingual Education, Washington, DC.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—90
Contract—289004001
Note—28p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication (Thought Transfer), *Disabilities, Educational Environment, Elementary Secondary Education, *Interpreters, Limited English Speaking, Recruitment, *Special Needs Students, Staff Development, Student Evaluation, Test Construction, Work Experience
The need is discussed for the services of trained interpreters and translators in the school setting for oral and written communications between limited-English-speaking (LEP) students with special needs and English-speaking personnel. The purpose of this guide is: (1) to highlight the type of background and experience required of interpreters and translators working with LEP special needs students and their families; and (2) to emphasize the importance of training translators and interpreters as well as those who use their services. Specific attention is focused on the following: the need for interpreters and translators; development of appropriate recruitment guidelines; development of professional skills; using interpreters and translators in educational settings; and using translators in test preparation and the assessment process. (21 references) (JL)

**ED 332 541**          **FL 019 188**
*Hajjaj, Ali H. S.*
Formalizing Informal EFL Teaching and Learning.

Spons Agency—Literacy Investment for Tomorrow-Missouri, St. Louis.
Pub Date—88
Contract—ADE-001
Note—80p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Communicative Competence (Languages), Elementary Secondary Education, *English (Second Language), Foreign Countries, Language Research, *Language Teachers, *Mass Media, *Second Language Instruction, Second Language Learning, Teaching Methods
Identifiers—*Kuwait
This investigation focused on English-as-a-foreign-language (EFL) teachers' and students' awareness and utilization of English outside the school context. Tentative techniques are suggested for introducing this type of English more formally, along with curricular materials. The investigation is motivated by a desire to improve upon continued low achievement by students and provide them with more exposure to authentic English on the one hand, and by the fact that the introduction of communicative and humanistic approaches has highlighted the need to consider affective, in addition to cognitive, aspects of learning. Questionnaires were submitted to teachers and students at the intermediate and secondary levels; responses came from 180 teachers and 240 students. Evidence from the investigation has shown that EFL teachers in Kuwait sometimes use outside-the-classroom English in co-curricular activities. The teachers believe that this type of English increases students' interest in learning, creates a link with actual use of English and enriches the learning experience. It is suggested that: (1) teachers awareness of the various uses of English available outside the classroom could be increased; (2) techniques borrowed from mass media and other forms of contact could be used in dealing with certain features of textbooks; and (3) parts of certain lessons could systematically be devoted to discussions based on activities related to mass media. The appendixes provide the questionnaires for students and teachers as well as 42 tables detailing their responses. The student survey is in Arabic. (JL)

**ED 332 542**          **FL 019 189**
Using Captioned Television To Improve the Reading Proficiency of Language Minority students. Research Study.
National Captioning Inst., Inc., Falls Church, VA.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.
Pub Date—Jun 90
Note—39p.; For the related curriculum guide, see FL 019 190.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Captions, Comparative Analysis, *English (Second Language), Grade 7, Grade 8, Junior High Schools, Language Proficiency, Language Research, *Linguistic Input, Literacy, Middle Schools, *Reading Skills, Science Instruction, *Television, *Vocabulary Development
Identifiers—*Linguistic Minorities
This study proposed that captioned television, as a multi-sensory, largely entertaining medium might be an important source of comprehensive input for bilingual students in learning language and literacy. To explore this issue, the study investigated the following questions: (1) can bilingual students acquire vocabulary incidentally through watching closed-captioned television?; (2) if specific effects are found, are there certain word-related and video-related variables that contribute to these vocabulary gains?; and (3) what is the relationship between students' linguistic proficiency in English and their learning of vocabulary through comprehensible input? One hundred and twenty-nine bilingual seventh and eighth graders from 17 science classrooms in a middle school participated in the 12-week study. Classrooms were randomly assigned in one of four groups: (1) captioned television; (2) television viewing alone; (3) reading along and listening to text; and (4) text book only. Results of the study provide strong support for the effects of captioned television on bilingual students' acquisition of language, literacy, and conceptual knowledge. Captioning presented a particularly rich language environment that enabled students to incidentally learn words through context as they developed concepts in science. Overall, the study demonstrated

the power of captioned television to provide comprehensible input to language minority students. The appendix provides a script and narrative from a science program, with target words underlined. (43 references) (JL)

**ED 332 543**          **FL 019 190**
The New "English" Teacher. A Guide to Using Captioned Television with Language Minority Students. Curriculum Guide.
National Captioning Inst., Inc., Falls Church, VA.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.
Pub Date—Jun 90
Note—59p.; For a related document, see FL 019 189. Appended legislation contains small type.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Students, Class Activities, Curriculum Guides, Educational Media, Elementary Secondary Education, *English (Second Language), Language Teachers, *Learning Activities, *Reading Strategies, *Television, *Vocabulary Development
Identifiers—*Captioned Media, *Linguistic Minorities
Closed-captioned television is a highly motivating instructional medium that encourages reading, assists comprehension, and helps students to acquire new vocabulary. While these skills are important for all students, they are particularly important for bilingual students. This guide begins with information about the equipment needed: a television set, videocassette recorder, and a TeleCaption decoder. The guide then presents a variety of lessons and activities for using closed-captioned television with language minority students. These activities can be adapted for students of different ages, grades, and language proficiency levels, and all can be carried out with ordinary classroom materials. These activities have been found to be useful for helping language minority students develop reading strategies. The appendix provides technical information about the equipment as well as a copy of the copyright laws. (JL)

**ED 332 544**          **FL 019 192**
*Cardenas, Karen Hardy   And Others*
Publication Outlets in Foreign Languages and Literatures.
Pub Date—[91]
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Faculty, *Faculty Publishing, French, German, Higher Education, *Language Teachers, *Literature, Research Reports, *Scholarly Journals, *Second Language Instruction, Spanish, *Writing for Publication
The purpose of this report is to examine scholarly publications on foreign languages and to ascertain what publication possibilities exist for research in language teaching. The study focuses on publications concerned with French, German, and Spanish, the languages most commonly taught in high schools, colleges, and universities in the United States. The study concludes with observations on the issue of publication outlets as it relates to the larger issues that the foreign language profession currently faces. It is suggested that the foreign language field continues to be dominated by traditional, literature-oriented scholars. The opportunities individuals interested primarily in languages and the teaching of languages have for publishing the results of their scholarship are few compared to opportunities for publications of literary research. By increasing the number of publications devoted to language teaching, language specialists will be encouraged to produce in their chosen field. (JL)

**ED 332 545**          **FL 019 193**
*Herrmann, Francoise*
Instrumental and Agentive CALL in Learning French as a Foreign Language.
Pub Date—[91]
Note—21p.; Paper presented at the Annual Conference of the New England Educational Research Organization (1991).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Computer Assisted Instruction, *French, Higher Education, Learning Processes, Second Language Instruction, *Second Language Learning, *Teaching Methods, Testing

Identifiers—ACTFL Oral Proficiency Interview

This report presents the statistical results of two pre- and post-test measures of learning arising out of two different second language computer assisted language learning (CALL) contexts. Current uses of the computer in foreign language learning reflect two distinct sets of assumptions about the object of learning and the processes of learning and teaching. One of these sets is labeled instrumental, the other is called agentive. In the agentive mode, the computer is anthropomorphized. Designed as a tutor, taskmaster or drillmaster, the computer offers a decontextualized language object for the learner to manipulate. It is an agent in the learning process that determines the learning content, the learning paths as well as what counts as correct or incorrect language use. In the instrumental mode, the computer designed as a word processor, a database or a communications program supports and depends for its design in a dialectical mode on the collaborative activity of a language learning community. No longer an instructional agent, the computer supports open ended language use. Participants (N=13) were engaged in a newspaper producing activity system mediated by an instrumental mode computer technology, using the computer to write, revise, and comment on articles, or to communicate with others using electronic mail. A control group (N=11) studied the same subject matter (in a university-level French language and literature course), but used used the computer in an agentive mode (a weekly fill-in-the blank exercise). Comparison of the two modes indicates that the instrumental mode of computer use and the newspaper production activity system should be considered as an alternative to the traditional agentive mode. (JL)

**ED 332 546**      **FL 019 194**
*Tutunis, Birsen*
**"CALL" in the Heart of Darkness: A Research into the Place of "CALL" in TESOL.**
Pub Date—90
Note—12p.; Paper presented at the International Conference of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *English (Second Language), Foreign Countries, Instructional Effectiveness, Language Teachers, Postsecondary Education, Research Methodology, Secondary Education, Second Language Instruction, Teacher Education, *Teaching Methods
Identifiers—*England

This study is an inquiry into the integration of computer-assisted language learning (CALL) into the teaching of English to speakers of other languages (TESOL), and focuses on the relationship of computers within a variety of British educational establishments in the county of Sussex (England). The aims of the study were: (1) to examine how TESOL teachers are trained and what the position of CALL is in this process; (2) the look at TESOL practice and find out whether or not CALL is integrated to TESOL; and (3) to look at the implementation of CALL within these two settings in order to see its effectiveness as compared with the previous application of CALL in TESOL. (JL)

**ED 332 547**      **FL 019 195**
*Phillipson, Robert, Ed. Jakobsen, Karen Sonne, Ed.*
**Student Foreign Language Projects at RUC. ROLIG papir 42.**
Roskilde Univ. Center (Denmark).
Report No.—ISSN-0106-0821
Pub Date—Nov 88
Note—88p.
Available from—Roskilde Universitetscenter, hus 03.2.4, Postbox 260, DK-4000, Roskilde, Denmark.
Language—Danish; English
Pub Type— Information Analyses (070) — Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Bilingualism, Case Studies, *College Second Language Programs, Degrees (Academic), *English (Second Language), Foreign Countries, *German, Higher Education, *Research Methodology, *Research Projects, Second Language Learning, *Student Projects
Identifiers—*Roskilde University Center (Denmark)

The purpose of this report is to present work done

in the language module projects of the English and German degrees at Roskilde University Center (Denmark). Project work is the essential structuring ingredient of foreign language degrees at the Center. The collection of papers included in this issue attempts to provide information on what has been done in the past at Roskilde University Center. Some students of English and German who have recently completed projects were invited to describe their project work in the form of an article. Each of the articles in this publication gives an in-depth description of what methods were used. The introductory article describes the regulations under which the center operates, and summarizes other projects, so as to present a broader picture of the kinds of topics that have appealed to students. The first article gives an account of the role of schooling in the revival of Irish (Annette Storgaard Jorgensen). The second article, in Danish, describes a study of four female learners of German (Merete Andersen, Esther Gamborg). The third article, "Contra-Reagan," is a discourse analysis of a televised speech of Ronald Reagan's (Mikael Klintorp). (JL)

**ED 332 548**      **FL 019 200**
*Schahnarovich, A. M.   Yurjeva, N. M.*
**Psycholinguistic Analysis of Semantics and Grammar Based on the Material of Onthogenesis of Speech.**
Report No.—ISBN-5-02-010977-0
Pub Date—90
Note—170p.
Language—Russian
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Child Language, Figurative Language, Foreign Countries, Grammar, Language Acquisition, *Language Processing, *Language Research, *Oral Language, Preschool Children, Preschool Education, *Psycholinguistics, Russian, Semantics

In addressing questions of semantics and grammar in child language, this study focuses on the generation of speech activity. Specific attention is on the formation and development of speech units during speech generation. The study looks at the process by which preschool children master various linguistic items and categories using semantics, highlighting word derivation and the way in which it serves to express particular formal-semantic relations with the help of grammatical and lexical semantic linguistic elements. Similarly, this also sheds light on children's acquisition of metaphorical meaning. Chapter 1 discusses the human capacity for language from the point of view of speech generation, chapter 2 deals with word derivation and speech generation, and chapter 3 treats the semantics of metaphor in speech generation. (186 Russian references; 36 English references) (CP)

**ED 332 549**      **FL 019 209**
*Rehbein, Jochen*
**Reparative Handlungsmuster und Ihre Verwendung im Fremdsprachenunterricht (Error Correction Techniques in Foreign Language Instruction). ROLIG Papir, 30.**
Roskilde Univ. Center (Denmark).
Report No.—ISSN-0106-0821
Pub Date—84
Note—57p.
Language—German
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classroom Techniques, *Error Correction, Foreign Countries, *Language Processing, *Second Language Instruction, Second Language Learning

This study focuses on how different error correction techniques are used in the foreign language classroom. In evaluating these techniques, one specific approach is suggested for classroom use. In this particular approach, the instructor bases his intervention on interpreting the student's current mental state of awareness on a case by case basis. It is suggested that the teacher should not intervene in the student's processing of language if such intervention causes the student to lose concentration in the ongoing production of language. (JC)

**ED 332 550**      **FL 019 225**
*Ziahosseiny, Seid M.*
**The Application of Contrastive Linguistics in Training Translators/Interpreters.**
Pub Date—91
Note—9p.
Pub Type— Information Analyses (070) — Opinion

Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Contrastive Linguistics, Error Analysis (Language), Foreign Countries, Higher Education, Interpreters, Language Patterns, *Linguistic Theory, *Second Language Learning, *Teaching Methods, *Translation

It is suggested that contrastive linguistics, the systematic comparison of two languages, be considered in the preparation of instructional materials and as a choice of teaching methods and techniques for training tranlators and interpreters. The contrastive analysis hypothesis suggests that the major source of errors committed by learners of a foreign language is the difference between concepts and linguistic patterns of the source and target language. Two studies of errors made by university students in translating are reported to support the use of contrastive analysis in training translators and interpreters. (JL)

**ED 332 551**      **FL 019 226**
*Farrell, Paul*
**Vocabulary in ESP: A Lexical Analysis of the English of Electronics and a Study of Semi-Technical Vocabulary. CLCS Occasional Paper No. 25.**
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
Report No.—ISSN-0332-3889
Pub Date—90
Note—87p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Electronics, *English for Science and Technology, *English for Special Purposes, Foreign Countries, Language Research, Language Teachers, Postsecondary Education, Second Language Instruction, Teacher Role, Technical Writing, *Vocabulary

This report aims to show how an emphasis on vocabulary can contribute to courses in English for Specific Purposes (ESP), using the data from two lexical studies. The first study attempts to discover to what extent there may be a general language of science, or semi-technical vocabulary. This type of vocabulary would seem to offer a useful organizing principle for a lexical syllabus in common core ESP courses, and a role for the ESP teacher who finds difficulty in dealing with technical material. The study is concerned with elaborating a definition of the term semi-technical vocabulary using a combination of subjective and objective data, and by applying these criteria to the word list from the LOB Corpus study of a number of scientific disciplines. The second study examines lexical characteristics of one special language, electronics English. It is a lexical needs analysis, attempting to give a group of special interest learners words they need. The study is a count of the frequency items in 20,000 words of electronics English in ten 2,000-word samples. The entire corpus is examined, but the study also focuses on the semi-technical vocabulary of electronics, comparing it with the list developed from the first study. (JL)

**ED 332 552**      **FL 019 227**
*Nordlund, Joan*
**How Does Training Affect Teachers?**
Pub Date—91
Note—6p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, English (Second Language), Foreign Countries, Higher Education, *Inservice Teacher Education, *Language Teachers, Program Descriptions, *Program Effectiveness, Questionnaires, Second Language Instruction
Identifiers—*Finland

An in-service training program, developed for language center teachers in Finland, is discussed. The program was devised with the help of the University of Birmingham, England, and ran for three years with English as the language of instruction. The content of the program was based on the needs expressed by language center teachers and on the ideas of a Steering Committee and various experts. A study was carried out by members of the Steering Committee to look at the attitudes of participants concerning their training at the PILC. Subjects were consulted at three stages: before the seminar, during the second seminar, and at the end of the course. For comparative purposes, a questionnaire was

mailed to 41 people who had completed one of the earlier PILC programs, and who were known still to be in the language center system. Respondents were asked for their subjective and retrospective views about PILC and its effects on their teaching and self development. The study concluded that PILC was an overwhelmingly positive experience for those who completed it. The strongest direct effect seemed to be on materials development. On the whole, participant expectations were met and the course was enjoyable and stimulating experience. (JL)

**ED 332 553**                    **FL 800 067**
*Winters, Pat   Orr, Susan*
The Houston Chronicle: Your ESL Source. A Source Guide for Adults Learning English as a Second Language.
Pub Date—89
Note—118p.
Available from—The Houston Chronicle, 801 Texas Ave., Houston, TX 77002 (reprint of camera-ready copy sold to newspapers for $550.00-$950.00 based on circulation size.
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Adult Education, Classroom Techniques, Daily Living Skills, *English (Second Language), *Instructional Materials, Language Proficiency, Listening Skills, *Literacy Education, *Material Development, *Newspapers, Reading Skills, Second Language Instruction, Skill Development, Speech Skills, Student Placement, Teaching Guides, Writing Skills
Identifiers—*Houston Chronicle, Placement Tests
An English-as-a-Second-Language (ESL) program for adults is outlined that uses a local newspaper as a source of instructional material. The course uses transitional listening and speaking activities that lead to literacy (reading and writing) components. The teaching guide is modular, enabling the teacher to select the most appropriate module for any class session. Module topics are: food, jobs, shopping, shelter, and the community. Each module consists of a series of activities, each focusing on a developmental subskill within a general language skill (listening, speaking, reading, or writing). For each activity, the targeted subskill is specified, the activity is described, and variations for each of three proficiency levels (beginning, intermediate, and advanced) are suggested. Following the instructional modules is a section outlining the scope and sequence of a 7-week course of instruction, with 21 key lessons included. The final section contains a student placement test and skill completion checks for each proficiency level. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 554**                    **FL 800 188**
*Groff, Gerry   Enyedi, Andrea*
English as a Second Language: Tutor Training Workshop Guide and Tutor Handbook.
Mid-State Literacy Council, State College, PA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—89
Note—45p.; Best copy available.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, Classroom Communication, Classroom Techniques, *English (Second Language), Idioms, Instructional Materials, Lesson Plans, Listening Skills, *Literacy Education, Media Selection, Second Language Instruction, *Tutors, *Workshops
Identifiers—*Tutor Training
This tutor training guide and handbook are designed to help organize training workshops for the new tutor of English as a Second Language (ESL), and to assist the tutor in understanding this student population and in organizing materials and activities for teaching. Materials for tutors include a discussion of the student population and its particular needs, getting started, classroom techniques, setting goals and objectives, and planning and conducting a lesson. A variety of classroom activities are described, and a list is appended that includes questions to ask students. These questions are designed to help tutors become acquainted with their students' cultures. The following information is provided for trainers: background on linguistics and language teaching theory; an outline for a tutor training workshop; a list of basic structures in English; resource word lists for games; questions to ask tutors about materials used in instruction; and exer-

cises using common idioms. The workshop outline includes suggestions for conversation management within the training session, a listening sensitization exercise, suggested tutoring techniques, an activity using a videotape concerning language teaching through the use of television programs and classroom games and guidelines for selecting teaching materials, teaching idioms, and lesson planning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 555**                    **FL 800 222**
NAME Newsletter. Issues 1-7. 1987-1989.
National Association for Mass Education, Kingstown (St. Vincent and the Grenadines).
Pub Date—Jun 89
Note—62p.; Photographs may not reproduce well; printed on thin translucent paper.
Journal Cit—NAME Newsletter; n1-7 1987-89
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, Conferences, *Educational Objectives, *Educational Trends, Foreign Countries, Instructional Materials, *Literacy Education, Professional Associations, Teacher Education, Trend Analysis, Womens Education
Identifiers—*West Indies
Seven issues of the newsletter of the West Indies' National Association for Mass Education (NAME) (November-December 1987 through January-June 1989) contain articles on objectives of and trends in adult basic education, activities of member organizations, conferences and workshops, the design and progress of programs, mass education as an antidote for violence, women's education, tutor training, the need for instructional materials, resource materials received, facilities opened, and the organization's administration. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 556**                    **FL 800 272**
*Isserlis, Janet   And Others*
What Did You Learn at Work Today?
International Inst. of Rhode Island, Providence.
Pub Date—88
Note—16p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Course Content, *Curriculum Design, *Educational Needs, Educational Objectives, Educational Resources, Instructional Materials, Language Skills, *Literacy Education, Needs Assessment, Outreach Programs, Student Recruitment, *Vocational English (Second Language)
Identifiers—*Workplace Literacy
The curriculum presented in this document outlines essential issues and content for a workplace/English-as-a-Second-Language literacy program, and was written for use by educators, funders, and administrators. The curriculum begins with a brief list of broad based practitioner resources to serve as a point of departure for program design and implementation. Program-specific discussion and suggestions follow, including notes on program purpose and rationale, steps to follow in establishing a program (outreach, needs assessment, student recruitment, class length, employee remuneration, and program design), a curriculum overview, a one-page bibliography of standard and instructional resources, three pages of classroom worksheets, and a course evaluation form to be completed by students' job supervisors. The curriculum consists of nine areas of emphasis: job-specific terminology, seeking clarification of information, following directions and instruction, interpersonal communication, understanding the workplace, pronunciation, literacy, company organization and culture, and skill upgrading. The design of each lesson is outlined, and the components to be integrated into each lesson are enumerated. They include five communicative functions, literacy and numeracy skills, and mechanical and interpersonal problem-solving. Minimum and useful materials desirable for workplace literacy instruction are also briefly discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 557**                    **FL 800 352**
Survey of Literacy Skills Used in Daily Activities.
Statistics Canada, Ottawa (Ontario).
Pub Date—[90]
Note—23p.
Pub Type— Reports - Research (143) — Numeri-

cal/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Basic Skills, Demography, Educational Background, Educational Needs, Foreign Countries, *Literacy, Literacy Education, *Mathematics Skills, National Surveys, Parent Background, *Reading Skills, *Writing Skills
Identifiers—*Canada
Findings of a 1989 national survey of the functional reading, writing, and numeracy skills of Canada's adult population are reported. The survey population was a representative sample of 9,500 individuals aged 16-69. Three questionnaires gathered information on socio-demographic and educational background, screened out individuals with very low literacy skills, and measured specific reading, writing, and numeracy skills. Detailed analysis of the results allowed assignment of a test score to each respondent in each of the three skill areas. Scores corresponded to four skill levels. The findings are reported in three separate reports, one for each skill area. The reports on reading and numeracy skills consists of an overview of the larger survey, highlights of the skill area findings, and tables showing the distribution of respondents at each of the skill levels. Distribution is shown according to geographic location, schooling attained, language used (French or English), native or immigrant status, gender, age, and income. The writing skills survey report is a summary of results, with an address given for more information. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 558**                    **FL 800 357**
*Gross, Alan L.   Feldmann, Shirley*
Evaluation Report: The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education (October 1, 1989-June 30, 1990).
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Pub Date—[90]
Note—126p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Adult Basic Education, Comparative Analysis, Course Organization, Educational Objectives, English (Second Language), *Inplant Programs, *Literacy Education, Program Effectiveness, *Student Characteristics, Unions, *Vocational Education
Identifiers—*New York (New York), *Workplace Literacy
A study investigated key aspects of New York City's Workplace Education Program of the Central Labor Council for Worker Education in 15 union workplace literacy programs. The program enrolled 3,775 students and offered 215 classes in English as a Second Language (ESL), basic education (BED), and union-specific or skills programs. Within each type, classes were taught at various levels. The report contains an executive summary outlining the study's structure and presenting highlights of the findings. An introduction with a list of participating programs is followed by data tables and some narrative, on: (1) the demographic, educational, and employment characteristics of the students; (2) inter- and intra-union comparisons of the success of classes in meeting their objectives; (3) comparison of student contact hours in each course type; and (4) pre-to-posttest gain for each course type within each union. Notes are provided on the computer database used, and a narrative report assesses the effectiveness of staff training efforts for four designated union programs and in the central administration. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 559**                    **FL 800 359**
*Weinstein-Shr, Gail*
Literacy and Second Language Learners: A Family Agenda.
Pub Date—[91]
Note—18p.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Community Role, Educational Experience, *Educational Needs, Educational Strategies, Elementary Secondary Education, *Family Programs, *Immigrants, Interpersonal Communication, Limited English Speaking, *Literacy Education, Parent Attitudes, *Parent Participation, Power Structure, Research Needs, *Second Language Instruction

Identifiers—Family Literacy

A family-centered approach to improving the academic success of immigrant children is discussed and advocated, and illustrated with anecdotal statements of educators and parents. An educational agenda emphasizing parent involvement, support of literacy and other educational activities, intergenerational communication, and family strength and interdependence is proposed. It is argued that an agenda focusing on the family necessitates a shift in focus for research, parents' experiences with the schools, and classroom practice. Research for a family literacy agenda would explore issues of survival, communication, and power among refugees and immigrants. The different family members' experiences with the schools and schooling would be documented more fully. This knowledge could then inform practice for supporting the educational achievement of children without undermining the family as a crucial resource for making sense of a new life in a new setting. The next logical step would be using this knowledge to strengthen families and communities as resources for their members. The consequences of educational practice would be measured not only by achievement test scores, but also by the success of families and communities as sources of cooperative problem-solving, mutual support for learning, and respect for the resources of the generations. A 20-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 332 560**                     **FL 800 361**
*Terdy, Dennis  Bercovitz, Laura*
**Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.**
Northwest Educational Cooperative, Des Plaines, IL.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—Sep 89
Note—168p.; Supersedes ED 313 926.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Basic Education, Bilingual Students, *Classroom Communication, Classroom Techniques, Communication Skills, Curriculum Design, *Daily Living Skills, Difficulty Level, Elementary Secondary Education, *English (Second Language), *Family Programs, Language Proficiency, Lesson Plans, Limited English Speaking, *Literacy Education, Second Language Instruction
Identifiers—*Family Literacy

The Home English Literacy for Parents (HELP) project and curriculum were developed and implemented in seven schools in the northwest suburban Chicago area. Project services were offered to parents of bilingual program students 5 hours per week at each site. The curriculum consists of two phases of instruction (English survival competencies and school-related competencies) at three instructional levels (beginning, intermediate, advanced). The curriculum packet contains: a description of expectations for general language ability, listening comprehension, oral communication, reading skill, and writing skill for each of the three instructional levels; the Phase 1 and 2 curriculum outlines; suggested teaching techniques for Phase 2; and sample lesson plans for Phase 2 competencies. Phase 1 unit topics include: banking and bills; clarification; directions; emergencies; employment; health; housing; personal identification; and social language. Phase 2 unit topics include: the United States school system; school system personnel; the school building; supplies; U.S. holidays; school absence; school transportation; school calendar; registration; the report card; doctor/dentists appointments; parent conferences; children's problems; hot lunches; health notices and calls from school; library cards; field trips; and extracurricular activities. Attached is the report of a 2-year HELP program developed by the Elgin (Illinois) School District for Spanish speaking adults; appended materials include school forms, some in Spanish, basic competency tests, and scope and sequence outlines. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

# HE

**ED 332 561**                     **HE 023 400**
*Ramirez, Francisco O.*
**Women's Participation in Higher Education: Cross-National Trends, Antecedents, and Consequences.**
Stanford Univ., Calif. Center for Educational Research at Stanford.
Report No.—89-CERAS-13
Pub Date—88
Note—64p.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, Comparative Education, Economic Development, *Equal Education, Equal Opportunities (Jobs), *Futures (of Society), Higher Education, Labor Force, Males, *Social Change, Socioeconomic Status, Trend Analysis, *Womens Education

This paper focuses cross-nationally on women's share of higher education relative to that of men. An institutional perspective is developed that leads to three predictions: (1) women's share of higher education will increase worldwide; (2) countries with relatively more women in higher education will also have relatively more women in the labor force and show a greater commitment to legal equality between the sexes; and (3) the expansion of women's share of higher education will be minimally affected by variations in internal societal factors. Table I shows that between 1955 and 1975 there was a worldwide increase in women's share of higher education. Table II summarizes prior cross-national research that shows the positive effects of women's share of higher education on other dimensions of the status of women. Table III reveals that while most societal characteristics are unrelated to the growth of women's share of higher education, economic development has a positive influence. It is noted that the interpretation of this set of findings stresses their contingency on increased national exposure to a model of development fostered by the world political culture. Contains 70 references. (Author/GLR)

**ED 332 562**                     **HE 024 102**
*Layzell, Daniel T.   Lyddon, Jan W.*
**Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.**
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-4
Pub Date—Dec 90
Contract—RI88062014
Note—3p.; For the full report, see ED 327 130.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Budgeting, Educational Economics, *Educational Finance, Financial Support, *Government School Relationship, Higher Education, Legislators, Politics of Education, Resource Allocation, *State Aid, State Colleges, State Universities
Identifiers—ERIC Digests

This digest of a full-length report provides a review of state level budgeting for higher education in terms of the underlying interplay of human and external forces coupled with factors that are present in the budgeting process itself. The environmental context includes historical, political, economic, and demographic factors. These factors explain, at least in part, the wide variance in funding for higher education among the states. Historical traditions, the state's economic climate, and the centralization of the power of higher education within the state's political structure, as well as the aging of the population and the growth of the minority sector all influence the budgeting process. Among the primary elements of the budgeting process (governor, legislature, staffs, educational community), staffs have become increasingly important. Timing is also critical when budgets are placed in competition with numerous other issues of importance to the state. Major policy concerns in higher education in recent

years include: (1) accountability, (2) costs, (3) productivity, (4) quality, (5) affordability, (6) economic development, (7) access for minority and nontraditional students, and (8) equity for independent higher education. The implications of these concerns in the state budgeting process are discussed. Includes two references. (GLR)

**ED 332 563**                     **HE 024 105**
**The Financial Position of Universities in Ontario: 1991.**
Council of Ontario Universities, Toronto.
Report No.—ISBN-0-88799-264-1;  ISSN-0823-5872
Pub Date—May 91
Note—72p.
Available from—Council of Ontario Universities, 444 Yonge Street, Suite 203, Toronto, Ontario.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Costs, Educational Finance, Expenditure per Student, Expenditures, *Financial Policy, Financial Problems, Financial Support, Foreign Countries, Government Role, *Higher Education, *Resource Allocation, Trend Analysis
Identifiers—*Ontario

Using data which commences with the 1977-78 university fiscal year, and ending with the most current year for which information is available, the financial position of Ontario universities was assessed. The budgetary priority assigned to Ontario universities has declined steadily and substantially over the past 14 years despite a consistent growth in governmental expenditures and a growing provincial economy. Ontario's spending per university student had been consistently below the national average, and is inconsistent with the province's overall wealth. In comparison to the United States, the Government of Ontario has accorded university spending a lower priority than many states, and while Ontario grants to universities barely kept pace with inflation, appropriations in some states grew by 35-40 per cent. Additionally, the significant increase in research activity achieved by Ontario universities has gone largely unrecognized by provincial government in its provision of university operation support. Particularly affected have been library acquisitions, employee benefit packages, buildings and grounds, and assets. Given the enormous demand for university graduates expected during the years ahead, the time has come for political rhetoric and budgetary priority to come together. This report's data are presented in 19 figures and 24 tables. An appendix provides an update of the Ontario University non-salary price index. (JB)

**ED 332 564**                     **HE 024 198**
*Huetteman, Julie Doidge  And Others*
**Designations Analysis of Selected College Health Textbooks for Content Relating to "Healthy People."**
Pub Date—90
Note—17p.; An earlier version of this paper was presented at the American Public Health Association National Convention (Boston, MA, 1988).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, Colleges, Health, *Health Education, Health Personnel, *Health Programs, *Health Promotion, Higher Education, National Programs, Resource Materials, *Textbook Content, Textbook Evaluation, Textbook Publication, Textbook Research
Identifiers—*National Goals

The consistency of content areas was assessed for six college health textbooks published between 1980 and 1987. Texts were analyzed to determine coverage of ten selected content areas: (1) motor vehicle accidents; (2) teenage pregnancy; (3) suicide and homicide; (4) alcohol and drug misuse; (5) smoking; (6) nutrition; (7) exercise and fitness; (8) stress; (9) mental illness; and (10) sexually transmitted diseases. Areas were identified from the Surgeon General's report (1979) outlining the national health goals for the decade. Also evaluated were quantifiable/textbook characteristics including: textbook page space comprising text; photographs, tables/charts/illustrations (T/C/I); and readability. A mean of 40.34% of the textbook space was devoted to the ten priority content areas. Three goal areas (motor vehicle accidents, mental illness, and suicide/homicide) were not addressed in every textbook. Alcohol and drug misuse accounted for the

greatest amount of content space. Text comprised 47% of textbook space and readability from grades 12.04 to 14.55. Results suggest increased emphasis on national health goals in health program planning and research priorities and in college health textbooks. Recommendations for policymakers, practitioners, publishers, and authors are offered. (Includes eight references) (Author/PT)

**ED 332 565　　　　　　　HE 024 475**
**Project Description: Model Curricula for Alcohol and Other Drug Abuse Physician and Nurse Education.**
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS), Rockville, Md.
Report No.—RPO-736
Pub Date—Nov 89
Note—47p.; For related documents, see HE 024 476-477.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcohol Abuse, Course Descriptions, Curriculum Design, *Drug Abuse, *Drug Education, Family Practice (Medicine), *Graduate Medical Education, Higher Education, Internal Medicine, *Medical Education, *Nursing Education, Pediatrics
Brief descriptions are presented of 12 model curriculum projects which are part of a program to develop and demonstrate effective models for integrating alcohol and other drug abuse teaching into the medical and nurse education curriculum. The models are based upon discipline-specific knowledge and skill objectives and address undergraduate, graduate, residency, and faculty training needs within physician and nurse education. The 12 curricula projects include the following: Brown University School of Medicine Center for Alcohol and Addiction Studies: Project ADEPT–Brown University Alcohol and Drug Education for Physician Training in Primary Care"; "Society of Teachers of Family Medicine–Project to Develop, Implement, and Evaluate a Model Program an Curriculum in Alcohol and Drug Abuse in Family Medicine"; "The Johns Hopkins Hospital" Specialty Specific Model: Develop, Implement, and Evaluate a Model Program and Curriculum in Alcohol and Other Drug Abuse for Pediatric Faculty, Residents, and Medical Students"; "The Johns Hopkins University School of Medicine: Development, Implementation and Evaluation of a Model Program and Curriculum in Alcohol and Other Drug Abuse Education for Medical Students, Residents, and Faculty In Internal Medicine"; "Medical College of Virginia Program for Alcohol and Other Drug Abuse Education, Research, and Treatment"; "Vanderbilt University: Vanderbilt's Integrated Curriculum on Alcohol and Drugs"; "University of Alabama at Birmingham Medical Education Facility: Curriculum for Clinical Competency in Substance Abuse Medicine for Primary Care Physicians"; "University of Virginia School of Medicine: Project SAGE (Substance Abuse General Education)"; "University of North Dakota School of Medicine: PEPSA, University of North Dakota Physician Education Project on Substance Abuse"; "New York University Division of Nursing: NIAA-NIDA Alcohol and Other Drug Curriculum Development Project for Nursing"; "The Ohio State University College of Nursing: Project CANDID–Curriculum for Addictions Nursing: Directions for Integrated Design (Tentative)"; "University of Connecticut School of Nursing: Project NEADA–Nursing Education Alcohol and Drug Abuse." Each description includes a list of those who worked on developing the project as well as information on purpose, approach, and materials. (JB)

**ED 332 566　　　　　　　HE 024 476**
*Adger, Hoover  And Others*
**Pediatric Minimal Knowledge and Skills: The First Step in Developing a Curriculum in Alcohol and Other Drugs for Pediatricians.**
Ambulatory Pediatric Association.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—RPO-706
Pub Date—[88]
Contract—ADM-281-85-0014
Note—17p.; For related documents, see HE 024 475-477.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Curriculum Design, *Drug Abuse, *Drug Education, Evaluation, Graduate Medical Education, Higher Education, *Medical Education, *Minimum Competencies, *Pediatrics, Program Implementation, Teaching Methods
Based on an initial group of consensus statements developed at the Annenburg Center for Health Science Conference in November 1985, this resource manual for alcohol and other drug abuse education specifies minimum knowledge and skills levels for pediatric physicians. A first section details minimal knowledge and skills in alcohol and other drug abuse including general concepts, prevention, pharmacology and pathophysiology, patient evaluation, patient management, legal and ethical aspects, and impairment of health professionals. A section on teaching strategies recommends the use of a variety of modalities in order to effect change in trainees' knowledge, experience, and attitudes. In the next section frequent program and student evaluation is recommended for the most effective results. A final section treats some of the challenges to program implementation found within medical schools and the medical community at large and suggests strategies for dealing with those impediments. Includes 9 references. (JB)

**ED 332 567　　　　　　　HE 024 477**
**Minimum Knowledge and Skills Objectives for Alcohol and Other Drug Abuse Teaching.**
Ambulatory Pediatric Association.; American Coll. of Emergency Physicians, Dallas, TX.; American Coll. of Obstetricians and Gynecologists, Washington, DC.; American Psychiatric Association, Hartford, Conn.; Society of General Internal Medicine.; Society of Teachers of Family Medicine, Kansas city, Mo.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—RPO-737
Pub Date—[91]
Contract—ADM-85-0010;　　ADM-85-0012;
ADM-85-0013;　ADM-86-0007;　ADM-281-85-0011; ADM-281-85-0014
Note—27p.; For related documents, see HE 024 475-476.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcohol Abuse, Curriculum Design, *Drug Abuse, *Drug Education, *Faculty Development, Family Practice (Medicine), Graduate Medical Education, Gynecology, Higher Education, Internal Medicine, *Medical Education, *Minimum Competencies, Obstetrics, Pediatrics, Psychiatry
Identifiers—Emergency Medical Services
This publication brings together statements concerning the minimum knowledge and skills objectives in alcohol and other drug abuse determined by the professional organizations of six medical specialties: pediatrics; emergency medicine; obstetrics and gynecology; psychiatry; general internal medicine; and family medicine for undergraduate, residency, and continuing medical education. It is noted that all six specialties found a need for increased faculty expertise in alcohol and other drug abuse teaching and for the incorporation of clinical skills development within the teaching program. Each statement lists the knowledge and skills objectives and the members of the advisory committee who formulated each statement. (JB)

**ED 332 568　　　　　　　HE 024 509**
*Bunda, Mary Anne*
**Faculty Priorities in Course Development.**
Pub Date—Mar 89
Note—20p.; Paper presented at the Convention of the American Educational Research Association (San Francisco, CA, March 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Course Organization, Courses, Curriculum Design, Curriculum Development, Data Collection, Educational Philosophy, Higher Education, *Intellectual Disciplines, Introductory Courses, Questionnaires, *Teacher Attitudes
Identifiers—University of Michigan
This study was designed to test a less labor intensive data collection methodology than the extensive interview system developed by the University of Michigan currently used to show the relationship

between faculty rationale and course description. Subjects (N=210) were randomly selected faculty members each of whom was responsible for teaching 100, 300, and 500 level courses at a comprehensive regional university with four professional schools. Each faculty subject completed a self-report questionnaire which assessed his or her planning positions in terms of program goals, educational philosophy, instructional mode, and other model-relevant variables and provided a copy of a syllabus for a specific course. Analysis of returned responses (N=124) revealed that there were inconsistencies between the relative influence of each professional school in proportion to the course offerings at the university; hence generalizations to the entire institution could not be made. However, results indicated that faculty are systematically different by disciplinary field with respect to beliefs about education and course planning strategies though most agreed that thinking effectiveness was the overall purpose of education. Faculty in Education and Business, for instance, described themselves as working with majors in academic fields, while the Health and Engineering faculty described themselves as working in units which lead to career entry. Includes eight references and three tables. (LPT)

**ED 332 569　　　　　　　HE 024 510**
**Classics in the Market Place: An Independent Research Study on Attitudes to the Employment of Classics Graduates.**
Council of Univ. Classical Departments.
Pub Date—May 90
Note—21p.
Available from—Council of University Classical Departments, Department of Classics, University of Exeter, Queen's Building, Exeter EX4 4QH, United Kingdom.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Skills, Classical Literature, *Employer Attitudes, Employment, Employment Patterns, *Employment Potential, Employment Statistics, Foreign Countries, Graduate Students, Higher Education, Intellectual Disciplines, *Job Skills, Labor Market, *Majors (Students), *Occupational Information
Identifiers—*Classicists, United Kingdom
This study examined employers' attitudes to recruiting Classics graduates with the primary aim of determining employers' criteria when recruiting graduates and of assessing how far Classics graduates matched these criteria. Sixteen employers of Classics graduates from a cross-section of blue-chip organizations in industry, commerce and the public sector were interviewed to describe the qualities they looked for in recruiting Classics graduates. Five specially selected classicists and career advisers were also included to provide further perspectives on the problem area. Findings of the study revealed the following: (1) employers were interested in recruiting graduates from any discipline provided candidates were "bright people" who possessed good oral and written communication, interpersonal and managerial skills, numeracy skills and commercial flair; (2) personality factors employers required of Classics graduates were drive, determination, tenacity, commitment, energy, adaptability, creativity and common sense; (3) several employers expressed the view that Classics graduates would be particularly good in service industries, especially the computer industry. It was concluded that, although there is competition from the more vocationally-oriented graduates, Classics graduates can hold their own in the knowledge that their discipline develops many qualities which employers are looking for, and a breadth of view which few other disciplines can provide. (LPT)

**ED 332 570　　　　　　　HE 024 511**
*Friesen, Arnold*
**The Creation of a Strategic Planning Model for the Student Development Department at Winnipeg Bible College: Governance and Management.**
Pub Date—Feb 91
Note—46p.; Ed.D. Practicum, Nova University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Administration, Foreign Countries, *Governance, Higher Education, Institutional Administration, Models, Planning, Policy Formation, *Student Development
Identifiers—*Strategic Planning, *Winnipeg Bible College MB

The study sought to design a strategic planning model to be utilized in the Student Development Department at Winnipeg Bible College in Otterbourne, Manitoba. The objective of the project was to assimilate all processes of departmental planning into one comprehensive, systematic construct. Procedures involved: the collection and categorization of sample planning models from seven universities, colleges and organizations; a literature review to identify relevant studies which confirmed the necessity of institutional planning, and suggested formats for planning procedures and helpful models and resources related to the formation of a planning model. The result of the study was the development of a planning model for the Student Development Department. The model was validated and approved for implementation. It was concluded that the newly developed strategic planning model was appropriate and fundamental to the successful organization of the department and that it could be instrumental in generating greater efficiency and accountability in organizing and implementing departmental duties. It was recommended that the planning model be implemented as part of the departmental planning procedures for the 1991-92 fiscal year, and that an overall institutional planning cycle and schedule be implemented at the Winnipeg Bible College. Appended is the strategic planning process model with explanations. Four references. (LPT/AUTH)

**ED 332 571**        **HE 024 527**
Policy Statement on Illicit Drugs and Alcohol.
Saint John's College, Annapolis, MD.
Pub Date—28 Sep 90
Note—35p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 528 551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcohol Abuse, Colleges, Community Health Services, *Discipline Policy, *Drug Abuse, Drug Education, Federal Legislation, Higher Education, *Policy Formation, Prevention, Private Colleges, Standards, *State Legislation
Identifiers—Maryland, *Network for Drug Free Colleges, *Saint Johns College MD
This is a statement of policy on illicit drugs and alcohol for Saint John's College, Annapolis, Maryland, to be distributed to students and employees. Initially the terms individual, student, employee, and illicit drug are formally defined. The section on alcoholic beverages lists ten policies regarding individual conduct and possession by students and employees, distribution at school functions, and the consequences following violations. The section on illicit drugs addresses manufacture, possession, use and distribution of illicit drugs by students and employees along with the consequences following violations. Four appendices provide pertinent supplemental information: Appendix A presents a summary description of Maryland state law relating to alcohol; Appendix B gives a brief description of the physiological effects of alcohol; Appendix C is a Student Manual Supplement on the use of alcohol and drugs to replace current portions of the Student Manual; Appendix D describes Federal trafficking penalties for substances covered by the Controlled Substances Act; and Appendix E gives community substance abuse program information. (JB)

**ED 332 572**        **HE 024 528**
*Naegle, Madeline A. Burns, Elizabeth M.*
Draft Model Curriculum in Nursing Education for Alcohol and Other Drug Abuse.
New York Univ., N.Y.; Ohio State Univ., Columbus.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date—[90]
Contract—ADM-281-88-0005; ADM-281-88-008
Note—178p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and

Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551, and ED 313 654. Two modules have poor quality type. have poor quality type.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Alcohol Abuse, *Course Descriptions, *Curriculum Design, *Drug Abuse, *Drug Education, Graduate Study, Higher Education, *Nursing Education, Undergraduate Study
Identifiers—Network for Drug Free Colleges, New York University, Ohio State University
This document contains three model curricula in nursing education for alcohol and other drug abuse, one graduate and one baccalaureate level from New York University's (NYU) Division of Nursing, and the third combining graduate and undergraduate level curricula for Ohio State University (OSU). The NYU undergraduate curriculum contains a pilot test and evaluation instrument as well as fifteen curriculum modules divided between two levels on topics including family patterns of drug abuse, impaired professionals, treatment, and patterns in various special populations. Each module contains a placement suggestion, time estimate, learner objectives, content outline, recommended teaching strategies and references. The graduate level curriculum titled Project SAEN (Substance Abuse Education in Nursing) provides a third level of eight curriculum modules for the Masters level including modules on group modalities, research perspectives, and the nurse within an interdisciplinary treatment team. The OSU curriculum contains a statement of philosophy, a faculty development program, an undergraduate curriculum model of family patterns, etc. Also included are a master's level curriculum, and a Ph.D. level curriculum. Sections on evaluation curriculum and a Ph.D. level curriculum. Sections on evaluation and references are included. Appended are a list of faculty development instruments, a taxonomy of content areas, and a glossary of terms. (JB)

**ED 332 573**        **HE 024 529**
Policy and Procedures Related to Drug and Alcohol Use.
Gwynedd-Mercy Coll., Gwynedd Valley, Pa.
Pub Date—Aug 90
Note—22p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Discipline Policy, Dormitories, Drinking, *Drug Abuse, Drug Education, Employees, Higher Education, *Policy Formation, Prevention, Private Colleges, Records (Forms), Standards, Undergraduate Students
Identifiers—*Gwynedd Mercy College PA, *Network for Drug Free Colleges
This is a statement of policy and procedures for drug and alcohol use at Gwynedd-Mercy College (Pennsylvania). A brief first section states the campus prohibition of possession or consumption of illegal drugs and alcoholic beverages. Several guidelines are listed, first, for special events at which alcoholic beverages may be consumed by those 21 or older; and, second, procedures for dealing with chemical abuse. Appendix A details consequences and procedures for first, second and third student offenses. Included are copies of a student incident report form and a non-academic probation form. Appendix B enumerates the disciplinary policy for residential students. Three levels of violation with corresponding sanctions are delineated. Attached are forms for resident student incident report and residential probation. Appendix C defines employee policy for first, second and third offenses and confidentiality regarding any offenses. Attached are forms for employee incident report and employee probation. Appendix D spells out the health risks associated with drugs and alcohol. Appendix E contains formal definitions of key terms. Appendix F is a special permission form for alcoholic beverages at

campus special events. (JB)

**ED 332 574**        **HE 024 530**
Roanoke College Student Conduct Code 1990-91.
Roanoke Coll., VA.
Pub Date—Aug 90
Note—17p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Codes of Ethics, *Discipline Policy, *Drug Abuse, Hearings, Higher Education, Policy Formation, Prevention, Student Records, *Student Rights
Identifiers—*Network for Drug Free Colleges, *Roanoke College VA
This Roanoke College (Virginia) 1990-91 conduct code manual is intended for distribution to students. A reproduction of the Academic Integrity and Student Conduct Code Form which all students must sign leads off the document. A section detailing the student conduct code explains the delegation of authority within the institution and describes the responsibility expected of students. A subsection on disciplinary records and notification explains where and what records will be kept and when parents are notified. A section on student rights details rights in the event of violation of the conduct code, criminal charges, or conviction of criminal offense. Listed in the section on resolution of charges are the four possible types of hearings: (1) Academic Administrative; (2) Non Academic Administrative; (3) Student Conduct Council; (4) College Conduct Board. Sections on disciplinary procedures and the review process enumerate the procedures in the event of a violation including who may bring charges, where to present charges, determination and notification regarding hearings, hearings in absentia, and temporary suspension. The section on student conduct code violations lists 23 categories of violation. Thirteen penalty categories are identified in the section on disciplinary consequences. Specified in the section on disciplinary consequence guidelines are minimum penalties for specific violations in such areas as visitation, drugs and alcohol, false identification, firearms, vandalism, fire safety, noise, and pets. (JB)

**ED 332 575**        **HE 024 531**
*Merz, Robert And Others*
University of Northern Colorado Drug and Alcohol Policy [and] Drug Prevention/Education Program at UNC [and] University of Northern Colorado Alcohol Use Survey.
University of Northern Colorado, Greeley.
Pub Date—91
Note—18p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Tests/Questionnaires (160) — Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, Community Health Services, *Discipline Policy, Drinking, *Drug Abuse, *Drug Education, Higher Education, Policy Formation, Prevention, School Surveys, *Standards, State Legislation, Student Organizations
Identifiers—*Network for Drug Free Colleges, *University of Northern Colorado
This document contains a draft of the University of Northern Colorado (UNC) drug and alcohol policy, a description of UNC drug prevention/education programs and an alcohol use survey. After a preamble and university policy statement regarding drugs and alcohol, a section on alcohol details university regulations conforming to City of Greeley and Colorado laws. Included are regulations governing the presence of alcohol at university functions

and special events as well as a section on admission charges for functions held by non-profit organizations. A second section on drugs reiterates the UNC prohibition of illegal drug use, lists resources for those with drug or alcohol problems, enumerates actions that may be taken when the University Police Department is called, and lists sanctions that the administration may invoke for policy violations. Attached is an article describing the drug prevention/education program developed at UNC after a 1988 survey of alcohol use showed disturbing patterns among the students. Appended is information on the UNC Drug and Alcohol Awareness Task Force, the Center for Alcohol Resources and Education for Students, alcohol and drug abuse evaluation, a special class for students involved in drug/alcohol incidents, a peer counseling program, curriculum infusion modules, training sessions for athletic teams, support groups, a resource center, and a Weld Safety Network involving automobile safety. Attached is a copy of the UNC Alcohol Use Survey. (JB)

**ED 332 576**        HE 024 532
*Alcohol/Drug Abuse for East Carolina University Students, Faculty, and Staff.*
East Carolina Univ., Greenville, N.C.
Pub Date—Aug 90
Note—14p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Community Health Services, *Drug Abuse, *Drug Education, Higher Education, Policy Formation, Prevention, Religious Organizations, *State Legislation
Identifiers—*East Carolina University NC, *Network for Drug Free Colleges
This booklet for distribution to students and employees contains East Carolina University's (ECU/-North Carolina) policy prohibiting illegal drug use, a description of the medical and legal implications of using illegal substances, and a listing of campus and off-campus resources available to assist persons with substance abuse problems. A statement of ECU philosophy proceeds the policy statement which includes sections on educational programs to prevent drug abuse, preventative counseling and rehabilitation programs, disciplinary actions, assignment of responsibilities under the policy, and policy dissemination. There follows a chart indicating for each category of illicit drug and for alcoholic beverages the health risks, the legal penalties under North Carolina law, and ECU disciplinary actions. Two more charts show the penalties for possession of drug paraphernalia, and for counterfeit controlled substances. Four final sections list various resources to assist with substance abuse including drug and alcohol resources and clinical services (address, telephone, contact person and program description for each service); self help resources (e.g., listing of times and places of local Alcoholics Anonymous meetings); academic resources (classes on substance abuse and faculty resources); religious organizations (address, contact person, and telephone number for each). (JB)

**ED 332 577**        HE 024 533
*Runnells, Julie*
**Blackhawk Technical College Alcohol and Other Drug Abuse Program.**
Blackhawk Technical Coll., Janesville, WI.
Pub Date—Jan 91
Note—8p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, Community Col-

leges, *Counseling, Counselor Role, *Drug Abuse, *Drug Education, *Employees, Higher Education, Policy Formation, Prevention, Vocational Schools
Identifiers—*Blackhawk Technical College WI, *Network for Drug Free Colleges
This document describes the Blackhawk Technical College, Wisconsin, drug abuse program provided primarily by an intervention specialist and available to students and employees. Section I outlines the program model (resources, program of services, immediate results and outcomes) in a chart form. Section II describes the services provided by an intervention specialist, individuals eligible for special services, the referral process (self-referral or staff referral of students), the function of the intervention specialist (assessment, motivational counseling, client care, support services), and confidentiality (exceptions to professional confidentiality exist only when a client poses a danger to themselves or others or when a client reveals the infliction of abuse on a child). Section III describes the administrative functions of the intervention specialist: documentation and policies regarding that documentation, office location, qualifications for the intervention specialist, and fees. Section IV covers the education and training available to students, faculty and staff. Section V states the policy of annual evaluation for the alcohol and other drug abuse program and for the intervention specialist. (JB)

**ED 332 578**        HE 024 534
**South Dakota Board of Regents Systemwide Quality-of-Life Policies.**
South Dakota Board of Regents, Pierre.
Pub Date—90
Note—7p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, *Alcohol Abuse, Community Colleges, *Discipline Policy, *Drug Abuse, Drug Education, Higher Education, Policy Formation, Prevention, Quality of Life
Identifiers—*Network for Drug Free Colleges, *South Dakota Board of Regents
An excerpt from the South Dakota Board of Regents Policy Manual, this publication defines the system-wide policies aimed at improving the quality of student life regarding aggressive conduct, alcohol, marijuana and controlled substance abuse and possible disciplinary measures relating thereto. Throughout, the document is framed in formal, legal language and organization. System wide disciplinary proceedings (hearings, etc.) are treated first. In the next section, aggressive conduct and harassment are defined and prohibited. A section on disciplinary sanctions for aggressive conduct or harassment lists types of sanctions, and the conditions which disciplinary measures must meet. A section on alcohol and other drugs begins by stating that when infractions would constitute a felony under state law, referral to law enforcement authorities is mandated. There follow sections on individual conduct and on the regulation of student organizations. The next section details disciplinary sanctions for individuals who violate alcohol and other drug policies. A final section describes the disciplinary measures for infractions of the regulations governing student organizations. (JB)

**ED 332 579**        HE 024 535
**Carl Albert State College Drug-Free School and Community Policy.**
Carl Albert State Coll., Poteau, OK.
Pub Date—Jul 90
Note—10p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materi-

als (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Discipline Policy, *Drug Abuse, Drug Education, *Federal Legislation, Higher Education, Policy Formation, Prevention, Standards, *State Legislation
Identifiers—*Carl Albert State College OK, *Network for Drug Free Colleges
This pamphlet, designed for distribution to students and employees of Carl Albert State College, Oklahoma, reviews the risks associated with alcohol and drug use and establishes standards of conduct relating to drug use. The section detailing health risks covers overdoses, chemical dependency, ill health, and the accidents which can result from loss of control due to drug use. The section on standards of conduct makes clear that the consumption or possession of alcohol or other drugs on campus, in campus housing or at any campus functions is forbidden. A section on sanctions treats the possible penalties incurred for violation of school policy, the possibility of involvement of law enforcement authorities, and the responsibility of any offender to seek treatment or counseling. There follows a section on the Oklahoma State law regarding alcohol (blood alcohol levels for driving under the influence, transporting open containers, legal age limits, county variations on regulation of the sale of alcohol) and illicit drug legislation (use, possession, distribution, cultivation, and manufacture). The following section lists penalties under federal law particularly in relation to the Controlled Substance Act of 1971. A final section lists titles of area referral sources such as the Carl Albert State College Drug Education program, and area treatment facilities. (JB)

**ED 332 580**        HE 024 536
*Welborne, Sullivan And Others*
**North Carolina Agricultural and Technical State University Drug Education Policy.**
North Carolina Agricultural and Technical State Univ., Greensboro.
Pub Date—Aug 87
Note—10p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Discipline Policy, *Drug Abuse, *Drug Education, *Drug Rehabilitation, Higher Education, Policy Formation, Prevention, Standards
Identifiers—*Network for Drug Free Colleges, *North Carolina Agricultural Technical State Univ
This drug education policy statement for North Carolina Agricultural and Technical State University establishes two educational objectives: to develop an educational program that increases the university community's knowledge and competency regarding controlled substances and to increase the skills required to take corrective action for potential drug abusers. In order to achieve those goals, the policy states three program components. The first component is educational and includes plans for an annual drug and alcohol education week, a drug awareness fair, media presentations, campus exhibits, 60-second radio spots on university radio, publication of a drug prevention brochure, and continuous monthly outreach programs in each residence hall. The second section describes the rehabilitation component of the program including the University Counseling Center, the Student Health Center, and connections to community health services. The section on the third program component, sanctions, covers the individual's responsibility to know the law regarding drug use, the university's procedural guidelines in the event of a violation and the sanctions for those who violate drug use policy. Listed first are sanctions for trafficking in illegal drugs, and second illegal possession of drugs. A section following discusses suspension pending final disposition procedures. The conclusion reiterates the university's commitment to education as a primary tool for combating drug abuse. (JB)

**ED 332 581**      **HE 024 537**
*Roth, June*
Lehigh County Community College Substance Abuse Prevention Program. LCCC Drug Free Campus.
Lehigh County Community Coll., Schnecksville, Pa.
Pub Date—Jan 91
Note—17p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, Community Colleges, Community Health Services, *Discipline Policy, *Drug Abuse, *Drug Education, Employees, Higher Education, *Pamphlets, Policy Formation, Prevention, Two Year Colleges
Identifiers—*Lehigh County Community College PA, *Network for Drug Free Colleges
Three documents illustrate the Lehigh County Community College (LCCC), Pennsylvania, drug and alcohol policy: a formal statement of policy and two educational brochures for distribution to students and employees. The policy statement details policies approved by the board of trustees governing drug and alcohol abuse including policies for students and employees in the event of violation of campus regulations or conviction in a court of law, a policy on alcohol and students, and a prohibition on drugs, alcohol and gambling on the LCC campus. There follows a brief section on campus services available, and ten planned campus educational efforts. Two educational brochures both titled "LCCC Drug Free Campus") use charts to present information on controlled substances and alcohol. The larger of the two brochures provides a chart illustrating the uses and health risks associated with 31 drugs or drug categories. Three more charts detail the federal penalties for trafficking, for trafficking in marijuana, and for illegal possession of controlled substances. Also included is a brief policy statement, description of LCCC penalties and treatment services and a listing of hotlines and local community service telephone numbers. The smaller brochure follows a similar format with a chart listing the health risks and legal penalties for seven categories of drugs, a statement of LCCC policy and a listing of hotline numbers and community service numbers. (JB)

**ED 332 582**      **HE 024 538**
[Alcohol and Drug Education Program Materials.]
Massachusetts Univ., Amherst.
Pub Date—[90]
Note—18p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Children, *Alcohol Abuse, Athletics, *College Housing, Drinking, *Drug Abuse, *Drug Education, Federal Legislation, Higher Education, Peer Counseling, *Policy Formation, Prevention, Standards, State Legislation
Identifiers—Children of Alcoholics, *Network for Drug Free Colleges, *University of Massachusetts Amherst
This group of documents describe the University of Massachusetts/Amherst's (UMA) drug and alcohol prevention program. The Alcohol Education Program sheet describes the program's goal and objectives, lists educational programs, media efforts, community development projects and discusses assistance and referral policy. Another document states the UMA general policies regarding unlawful use of drugs or alcohol and a summary of legal sanctions under Federal and state law. The Alcoholic

Beverages Policy contains general guidelines, a section on regulations which includes formal definitions of important terms, individual and group responsibility guidelines, purchasing regulations, rules and regulations for alcoholic beverages at campus functions, regulations regarding campus police and other university officers, and a section on violations. A document on the peer counseling program describes the purpose, selection and training of participants. The description of groups for adult children of alcoholics groups details the group goals, size and referral process. A description of the Athletic Health Enhancement Program covers purpose, consultation services, and referrals. The document on the Residential Alcohol Program, which serves students violating campus alcohol regulation, establishes objectives, identifies the target groups, and describes the referral process. The Wellness Corridor sheet describes a section of campus housing set aside for those students who have chosen not to drink or use drugs. (JB)

**ED 332 583**      **HE 024 539**
*Varenhorst, Deanne, Ed.*
Linkages: Texas Higher Education Drug Abuse Prevention Digest. Vol I, No. 1.
Southwest Texas State Univ., San Marcos.
Spons Agency—Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, Washington, DC.
Pub Date—90
Note—19p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Available from—Department of Health Administration, Southwest Texas State University, San Marcos, TX 78666.
Journal Cit—Linkages: Texas Higher Education Drug Abuse Prevention; v1 n1 Fall 1990
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Alcohol Abuse, Alcoholism, Curriculum Development, Databases, Definitions, *Drug Abuse, Drug Education, Evaluation Methods, Higher Education, Newsletters, *Organizations (Groups), *Policy Formation, Prevention, Research Reports, Sexuality
Identifiers—*Network for Drug Free Colleges, Southwest Texas State University, *Substance Abuse Specialists in Higher Education
This is the first issue of a newsletter for those in Texas higher education who are interested in the prevention of alcohol and other drug abuse within higher education. The lead article, based on an unpublished study, addresses Acquired Immune Deficiency Syndrome, in particular the link between drug and alcohol use and sexual behavior. A section titled "Views" explores the formal meaning of the definition of alcoholism. A two page news section provides short write-ups of events, personalities working in the field, and legislation news. "Intelligence Connections," which will be a regular column on computer data base resources, indicates topics for future columns and reviews some of the most widely known services. A column titled "Research Review" in this issue focuses on genetics and alcoholism. "Curriculum Issues" announces curriculum related changes that were reported at a meeting of the Central Texas Consortium. Two pages are devoted to news about Substance Abuse Specialists in Higher Education (SASHE). "Evaluation Enhancement" contains two articles on evaluation. The following section, which focuses on the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, provides a statement of purpose and a list of network standards. A final column, "Organizational Linkages," provides contacts, addresses, telephone numbers and descriptions for key organizations. (JB)

**ED 332 584**      **HE 024 540**
*Seitzinger, Janice*
Colby Alcohol Reports.
Colby Coll., Waterville, ME.
Pub Date—9 Jan 91
Note—46p.; This report is part of a collection of programs, policies and curricula developed by

members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcohol Abuse, Attitudes, *College Students, Drinking, *Drug Education, Health Programs, Higher Education, Intervention, Policy Formation, *Prevention, Program Effectiveness, *Recreation Finances, Referral
Identifiers—*Colby College ME, *Network for Drug Free Colleges
Due to a variety of internal and external events the Student Affairs Committee of Colby College (Maine) studied alcohol use on campus and recommended solutions in two major areas, educational and social. Five educational strategies were recommended: (1) development of clear policies regarding alcohol and other drugs; (2) enforcement of regulations; (3) provision of alcohol and other drug education and prevention programs; (4) intervention and referral for treatment; (5) assessment of attitudes and behaviors toward alcohol and other drugs as well as program effectiveness. Several steps toward implementation were suggested, including the addition of a part-time alcohol counselor and a 1991 program assessment. In order to develop a new social life pattern the current practices and financial costs were reviewed. Possible changes include the sponsorship of innovative programs where alcohol is not the major focus. Because these programs tend to be more costly, several means for obtaining increased funds were examined. The funding needed to provide a comprehensive social life program for a full academic year was calculated. Two appendices detail events that were held during the first semester of the 1990-91 year, and the funding request for second semester of the same year. Also attached is a draft supplemental report focusing on health related issues designed to serve as a framework for a described plan of action. (JB)

**ED 332 585**      **HE 024 541**
Guide for a Drug-Free Workplace and Campus.
Harford Community Coll., Bel Air, Md.
Pub Date—[90]
Note—17p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, Community Colleges, Community Health Services, *Discipline Policy, *Drug Abuse, Drug Education, *Faculty, Higher Education, Policy Formation, Prevention, *School Personnel, Self Evaluation (Groups), Standards
Identifiers—*Harford Community College MD, *Network for Drug Free Colleges
This publication, designed for employees of Harford Community College (HCC) in Maryland, establishes policy and provides drug information. After describing the philosophy which underpins HCC policy on drug abuse, a section on standards of conduct details expectations for faculty, staff, and student employees; requirements under the law regarding notification in the event of a drug related conviction; institutional consequences on conviction of a drug related crime; and other issues. A five page chart indicates the health risks and penalties under state, federal, and local laws for each category of drug and alcoholic beverage. There follows a section on education and counseling programs (HCC publications, local community health services, employee health benefit coverage); a description of sanctions which may be imposed in the event of policy violation (successful completion of an appropriate rehabilitation or treatment program, suspension with or without pay, termination, referral to authorities for prosecution); a list of campus positions suggested for representation on a policy review board; and a statement on dissemination of the policy and procedures. The final section lists local

community drug and alcohol counseling, treatment and rehabilitation centers arranged by community and including address, telephone number and contact person. (JB)

**ED 332 586**                HE 024 542
VSU Campus Alcohol and Drug Policies and Procedures. Revised 1990. Program Design and Questionnaire.
Virginia State Univ., Petersburg.
Pub Date—21 Feb 90
Note—25p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Discipline Policy, *Drug Abuse, *Drug Education, Higher Education, Policy Formation, Prevention, *Program Development, Surveys
Identifiers—*Network for Drug Free Colleges, *Virginia State University
This document comprises the Virginia State University (VSU) Campus Alcohol and Drug Policies and Procedures booklet; a program design for a VSU drug education, treatment, and prevention program; and a drug and alcohol student survey. The booklet covering policies and procedures contains: a message from the president; a policy statement; a review of state and county law governing use, purchase and possession of drug and alcohol; a policy statement specific to illegal drugs; a student conduct code (social events, student organizations); a description of disciplinary actions in the event of policy violation (in chart form indicating penalties for first, second and third offenses); a description of campus drug and alcohol education programs and services; and a listing of community assistance agencies' telephone numbers. The section on program design lists nine goals with supporting objectives for each. Some of these goals include organizing a drug education and prevention advisory board, developing early intervention "drug free" activities for junior high and high school students in the Petersburg community, planning and conducting a two day training workshop on drug prevention and education, and planning and implementing an addictionology program by Fall 1991. Also included is a 61-item multiple-choice questionnaire addressing student drug and alcohol use. (JB)

**ED 332 587**                HE 024 543
A Drug-Free School & Workplace.
State Univ. of New York, Utica/Rome. Inst. of Technology.
Pub Date—Sep 90
Note—18p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654. Appendix III contains very small type.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Discipline Policy, Drinking, *Drug Abuse, Drug Education, *Federal Legislation, Higher Education, Policy Formation, Prevention, Standards, *State Legislation, Student Organizations
Identifiers—*Network for Drug Free Colleges, New York, State Univ of NY Inst of Technology Utica Rome
This is a student and employee guide to a drug-free school and workplace for State University of New York Institute of Technology at Utica/Rome. It details college policy prohibiting drugs and alcoholic beverages, notes the obligations of the college regarding notification, establishes that student attendance and staff employment require compliance with the institutional policy, and reviews state and local law regarding open containers, sale, con-

sumption, drinking and driving. Also covered is federal and state law regarding drug offenses including the public health code, motor vehicle law and penal law. Noted are locations where students and employees may seek assistance on campus. Appendix I lists, in chart form, federal drug trafficking penalties for class I-V drugs and marijuana. Appendix II treats federal penalties and sanction for illegal possession of a controlled substance. Appendix III shows New York state drug laws in a chart form. Appendix IV provides the college alcohol policy particularly governing social events where alcohol may be present: procedures to follow when organizing such an event, responsibility of the sponsor, registration, verification of legal age, attendance, guests, etc. Attached is an article reprint from "Pharmacopeia" titled "A Summary of the Effects of Psychoactive Drugs" by A. J. Sallett treating stimulants, depressants, hallucinogens and marijuana. (JB)

**ED 332 588**                HE 024 544
Longerdyke, Allen, Comp.
University of Bridgeport Drug Abuse Prevention Standards and Resources.
Bridgeport Univ., Conn.
Pub Date—1 Oct 90
Note—16p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *College Students, Counseling, *Discipline Policy, Drinking, *Drug Abuse, Drug Education, *Employees, Federal Legislation, Higher Education, Policy Formation, Prevention, Standards, State Legislation, Student Organizations
Identifiers—*Network for Drug Free Colleges, *University of Bridgeport CT
This is a description of the University of Bridgeport's (UB/Connecticut) drug and alcohol abuse prevention standards and resources for students and employees. Described first are UB standards of conduct for students regarding controlled substances and alcohol. Included here are policies on the right of staff to inspect dormitory rooms, off campus incidents, open containers (areas where these are permitted and prohibited), use of alcohol at UB sponsored events (sponsorship defined, event types, alcohol not provided by sponsors, advertizing), and penalties when the policies are violated. Employee policies follow including notification rules in the event of conviction on a drug charge, risks to job performance when drugs are used and university willingness to assist those who seek treatment and counseling. A section on legal sanctions covers the appropriate portions of the Code of Ordinances for the City of Bridgeport, State of Connecticut statutes, and federal statutes and laws. The health risks related to drug abuse are detailed next. Also mentioned is the impact of substance abuse on families. Information on counseling and treatment describes possible approaches within counseling to help the person suffering from substance dependency. Available resources at UB for those seeking further information are listed with telephone numbers. (JB)

**ED 332 589**                HE 024 545
Thinking About Drinking.
Delaware Univ., Newark.
Pub Date—90
Note—7p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Available from—The computerized instructional package is available from: Joyce L. Walter, 203 Laurel Hall, University of Delaware, Newark, DE 19716.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Computer Assisted Instruction, *Course Content, Courseware, *Drinking, Drug Education, Higher Education, *Prevention
Identifiers—*Network for Drug Free Colleges, *University of Delaware
This document outlines a computerized alcohol lesson and its hardware requirements that were developed as an instructional package for students who violate the alcohol policy at the University of Delaware (UD). The behavioral objectives, that the student should have a basic understanding of the physiological, psychological, and sociological aspects of alcohol use, are stated first. The program itself is in eight sections which cover: (1) Myth or Fact: What Do You Know about Alcohol?; (2) Physiological Effects of Alcohol; (3) Psychological and Sociological Effects of Alcohol; (4) Set, Setting, and Substance; (5) Alcohol-Related Emergencies; (6) What Are the Signs of Alcoholism?; (7) Progression and Change in Alcohol Use; (8) Drinking and Pregnancy: Fetal Alcohol Syndrome. Each section is briefly described. It is noted that though the program is open-ended, students spend an average of 1.5 hours using it, and that because this program has been in use for more than 5 years, it has undergone revisions incorporating comments and suggestions made by staff and students. The hardware requirements and commands are detailed. Finally, how the program is used at UD and its accessibility is described. (JB)

**ED 332 590**                HE 024 546
Cuzzolino, Robert
Substance Abuse Policy
Philadelphia Coll. of Osteopathic Medicine, PA.
Pub Date—89
Note—7p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, *Alcohol Abuse, *Drug Abuse, Drug Education, Higher Education, *Medical Education, Policy Formation
Identifiers—Faculty Student Committees, *Network for Drug Free Colleges, *Philadelphia College of Osteopathic Medicine PA
This brochure outlines the substance abuse policy for students at the Philadelphia College of Osteopathic Medicine (PCOM/Pennsylvania). Noted are the dangers of substance abuse during the stressful time of medical training and later for the doctor and clients during professional practice. The policy's five goals are briefly stated. Described next is the Student Assistance Board, its composition (three faculty and two students), responsibilities (recommending contact persons for each class who will serve as a confidential contact for students who wish to request assistance or report the impairment of another student), and role. The board's role for those who seek assistance for a substance abuse problem is described including advocacy, costs, and disciplinary measures. Also detailed is the board's role in the event that a student is reported by another for substance abuse. Next is a policy regarding records and reporting when a student refuses all assistance. A final section on detection of the impaired student treats actions which the Dean of the College may take (requiring a student to submit to psychological assessment or urine screening), measures taken when impairment is detected, and the possibility of suspension pending a hearing. (JB)

**ED 332 591**                HE 024 547
Drug Free Campus Statement.
Casper Coll., Wyo.
Pub Date—[91]
Note—11p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Com-

munities Act. For related documents, see HE 024 527-551 and ED 313 654.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, *Associate Degrees, *College Curriculum, Compliance (Legal), *Discipline Policy, Drug Abuse, Drug Education, Higher Education, *Legislation, Policy Formation, Prevention, Specialists, *Substance Abuse, Two Year Colleges

Identifiers—*Addiction Specialists, *Casper College WY, Network for Drug Free Colleges

These three brief documents, a policy statement, a summary of pertinent laws on alcohol and illegal drugs, and a substance addiction specialist curriculum description, taken together describe the Casper College (Wyoming) drug and alcohol abuse prevention program. The policy statement briefly summarizes the health risks associated with drug and alcohol abuse and reviews campus and local treatment and referral options. A section detailing civil and campus legal and disciplinary actions covers student, staff and faculty responsibility to know the law, possibility of action by civil authorities and the college, conditions for suspension, and specific penalties for trafficking in or possession of illegal drugs and for alcohol-related offenses. The sheet reviewing civil and criminal consequences for use and distribution of alcohol and illegal drugs lists offenses with their statute number and the sanctions for each in three categories: local, state and federal. Two pages on the Casper College Addictions Specialist Department describes the requirements for three addictions specialist degrees (Associate of Arts Degree in Addictions, Associate of Science Degree in Addictions, and Associate of Applied Science Degree in Addictions) along with descriptions of eight addiction specialist courses. (JB)

**ED 332 592**                    HE 024 548
*McMinn, Kay L.*
**Kearney State College Drug-Free Campus Program.**
Kearney State Coll., Nebr.
Pub Date—Dec 90
Note—12p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, College Students, *Discipline Policy, *Drug Abuse, Drug Education, Employees, *Federal Legislation, Higher Education, Policy Formation, Prevention, State Colleges, *State Legislation
Identifiers—*Kearney State College NE, *Network for Drug Free Colleges

The Kearney State College (Nebraska) drug-free campus program description details standards of conduct for employees and students regarding alcohol and drugs as well as applicable legal sanctions under federal, state and local law with regard to possession and distribution. These statutes are described and identified by number and further illustrated in four charts which itemize: federal trafficking penalties, federal trafficking penalties for marijuana, and Nebraska State Law provisions for illicit drugs, and State law regarding anabolic steroids, marijuana and others. Descriptions of the health risks associated with the use of illicit drugs and the abuse of alcohol including a chart of the uses the effects of 29 drugs and drug categories are also provided. Available drug and alcohol counseling, treatment or rehabilitation programs are noted and possible disciplinary sanctions for violations are enumerated for students (including probation, relocation, eviction, and suspension) and employees (referral, participation in a rehabilitation program, disciplinary action up to possible termination of employment). (JB)

**ED 332 593**                    HE 024 549
*Harding, Frances M.  Connor, Leslie S.*
**Alcohol Problems Prevention/Intervention Programs: Guidelines for College Campuses. Revised.**

New York State Div. of Alcoholism and Alcohol Abuse, Albany.
Pub Date—Apr 89
Note—113p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 527-551 and ED 313 654.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160) — Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Children, *Alcohol Abuse, Alcoholic Beverages, Alcoholism, *College Students, Drinking, *Drug Education, Evaluation, Females, Higher Education, Marketing, Minority Groups, *Policy Formation, *Prevention, *Program Development, Public Health
Identifiers—Children of Alcoholics, *Network for Drug Free Colleges, University of Maryland

This manual is designed to respond to the growing interest among colleges in technical assistance for dealing with alcohol-related problems. Part One provides an overview of the dimensions of alcohol related problems and delves into the causes and prevention of alcohol problems. It outlines the Public Health Model approach to dealing with alcohol problems and stresses the importance of effective primary prevention strategies to reach not only persons suffering from alcoholism but also those not currently dependent. Chapter topics include the following: research with implications for college alcohol programming, children of alcoholic parents, women and minorities, limitations of the responsible drinking approach as an effective prevention message, and a description of the Regional College Alcohol Consortia Project. Part Two suggests practical procedures for organizing an effective alcohol program for the college population. Chapters are organized sequentially and provide explanation and directions in initiating and improving or expanding a campus alcohol program that includes prevention and intervention components. Also included is information on program evaluation. Several appendices provide evaluation tools and information including a needs assessment survey, a knowledge test, programing alternatives, confrontation guidelines, a documentation form, and several items reproduced from the University of Maryland alcohol education program. (JB)

**ED 332 594**                    HE 024 550
**Policies and Programs for the 1990's: A Team Approach to the Prevention of Alcohol, Other Drug, and Traffic Safety Problems in Higher Education. 1989 Workshops.**
Hazelden Services, Inc., Minneapolis, MN.
Spons Agency—Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; National Highway Traffic Safety Administration (DOT), Washington, D. C.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[90]
Note—36p.; For other documents concerning drug abuse, see HE 024 527-551 and ED 313 654.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcohol Abuse, *Drug Abuse, *Drug Education, Higher Education, *Policy Formation, Prevention, *Program Development, Traffic Safety

This is a workshop training manual designed to help higher education institutional teams develop policies and programs aimed at preventing the abuse of alcohol and use of illegal drugs on their campuses. Three circular diagrams display the community groups that can be involved in drug abuse prevention, higher education institutions that play a part, and a planning model, respectively. Several items address facts about college drug use including a participant questionnaire, data on why non-users stopped using drugs of various types, and an athlete user profile. Standards for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse and guidelines for beverage alcohol marketing on college and university campuses are reproduced. A list of roadblocks to creativity, eight legal recommendations, and evaluation tips assist the participant to begin to develop

an action plan. Two work sheets, on missing components and obstacles to implementation, follow. Several items address chemical health: a list of drug use situations to be evaluated, recommendations concerning standards, and suggestions for situations for role playing. Included in a back cover pocket are three work sheets: an evaluation form, an opportunities for planning grid and an action plan. (JB)

**ED 332 595**                    HE 024 551
**Drunk Driving. Surgeon General's Workshop. Proceedings (Washington, D.C., December 14-16, 1988).**
Janus Associates.
Spons Agency—Office of the Surgeon General (DHHS/PHS), Washington, DC.
Pub Date—89
Contract—85080-001
Note—118p.; For other documents concerning substance abuse, see HE 024 527-550. related documents, see HE 024 527-550 and ED 313 654.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administration, Advertising, Advocacy, *Alcohol Abuse, Court Litigation, Data Collection, *Drinking, Driving While Intoxicated, Drug Education, Epidemiology, Injuries, Law Enforcement, *Policy Formation, *Prevention, Youth

This volume presents solutions, recommendations, and strategies in eleven interrelated areas considered at the Surgeon General's Workshop on Drunk Driving held in Washington, D.C. in December of 1988. Lists of the members of the Workshop Planning Committee and members of the federal advisory group on follow-up activities for the workshop are followed by opening remarks of Faye Abdellah, Deputy Surgeon General; C. Everett Koop, Surgeon General; Otis R. Bowen, Secretary of Health and Human Services; and M. George Reagle, Associate Administrator for Traffic Safety Programs of the National Highway Traffic Safety Administration; are reproduced. There follow 11 sections containing the recommendations of the panels concerning these topics: pricing and availability; advertising and marketing; epidemiology and data management; education; judicial and administrative processes; law enforcement; transportation and alcohol service policies; injury control; youth and other special populations; treatment; citizen advocacy. Each section lists the panel chair and members and the recorder and authors of any background papers. C. Everett Koop's closing remarks and a list of participants and their agencies conclude the document. (JB)

**ED 332 596**                    HE 024 557
*Porta, Andrew Douglas*
**Independents, Actives, and Pledges: A Comparison of Academic Achievement.**
Pub Date—May 91
Note—39p.; Requirements for EDU 649, Murray State University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, College Students, Comparative Analysis, *Fraternities, Higher Education, Performance, Social Organizations, *Sororities, Student Organizations
Identifiers—*Murray State University KY

This study investigated differences in academic achievement between undergraduate students involved with Greek organizations and undergraduate students independent of Greek organizations. Subjects (N=593) were undergraduate students at Murray State University in Murray, Kentucky in the fall semester of 1990, subdivided by sex, Greek status (independents, pledges, or actives), and college major. Using a Composite ACT score prerequisite, an F-test was performed on the grade point averages (GPA) of the students. The study hypothesized that college students independent of Greek social organization would perform higher academically than members of Greek social organizations, and that "active" members of the organization would perform higher academically than "pledges" of these Greek organizations. Results of the study indicated that independents performed higher academically than pledges. Statistical data did not support the hypothesis that independents achieved higher academically than members of Greek organizations. No conclusions could be drawn dealing with actives. However, females in the study did have a significantly higher GPA average than the males. Includes 22 references. (Au-

thor/LPT)

**ED 332 597**                              HE 024 558
*Hansen, Ronald*
**The Congruence between Industry Demand and Professional School Response in Architecture.**
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Chicago, IL, April 1991).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Architectural Education, Colleges, Deans, *Employer Attitudes, Graduate Study, Higher Education, *Job Skills, Occupational Information, Professional Education, *Professional Training, *Teacher Attitudes, Work Attitudes
Identifiers—University of California Los Angeles, University of Southern California
This study sought insight into the congruence between knowledge, skills and attitudes required by architecture practitioners and the benefits of professional school education. Twenty-four senior architects from Los Angeles architecture firms and 11 professional school deans and faculty members from the Graduate School of Architecture and Urban Planning at the University of California, Los Angeles, and the School of Architecture at the University of Southern California were interviewed over a 2-month period. Findings indicated uneven congruence between faculty and practioner opinions. Successful practitioners in architecture pointed to the importance of knowledge, skill and work attitude while faculty were adamant that knowledge of field was all that mattered. Faculty felt that formal education contributed more to professional effectiveness than work or life experience. Practicing architects on the other hand saw the benefit of knowledge, skill and work attitudes combined with work experience as the major contributor to professional effectiveness. Professional school faculty, despite their apparent indifference to job skills, interpersonal skills, and work attitudes as important competencies, perceived the professional school as the place to develop general job skills and interpersonal skills, while practicing architects felt that such competencies could be developed in schools, on the job, and in other life experiences. Includes 12 references. (LPT)

**ED 332 598**                              HE 024 559
*Farabaugh-Dorkins, Cheryl*
**Beginning To Understand Why Older Students Drop Out of College: A Path Analytic Test of the Bean/Metzner Model of Nontraditional Student Attrition.**
Pub Date—91
Note—13p.; related documents, see HE 024 527-551 and ED 313 654.
Available from—The Association for Institutional Research, 324 Stone Bldg., Florida State University, Tallahassee, FL 32306-3038.
Journal Cit—AIR Professional File; n39 p1-12 Spr 1991
Pub Type— Reports - Research (143) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Dropouts, Higher Education, Models, *Nontraditional Students, Path Analysis, *Predictor Variables, *Student Attrition
Identifiers—*Bean Metzner Model
The study presented in this document was designed to test, through path analysis, a modified version of the Bean and Metzner (1985) model of nontraditional student attrition in an effort to understand why older students frequently dropped out of a large public university in the Midwest. Four variables from Bean and Metzner's model were deleted and the modified version was used to survey 347 campus freshmen, aged 22 years and over, attending the university in fall 1988. The independent variable was their attrition outcome one semester later. The variables collected by the questionnaire included demographic data and single item Likert-type measures of significant other relationships, family income, work and study hours, institutional commitment, number of children, and intent to leave. Results revealed: (1) that intent to leave, followed by grade point average (GPA) and goal commitment were the most important variables in explaining attrition; and (2) that number of children, weekly study hours, and number of hours enrolled in school failed to contribute directly/indirectly to explaining attrition variance. Despite its limitations, the study concluded that the modified model may

have some theoretical relevance in explaining why older students dropped out from a large residential university. Includes 30 references. (LPT)

**ED 332 599**                              HE 024 560
*Pedalino, Marilyn And Others.*
**The New England Student Loan Survey II. Final Report.**
Massachusetts Higher Education Assistance Corp., Boston.; New England Education Loan Marketing Corp.
Pub Date—Mar 91
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Consumer Economics, Followup Studies, Higher Education, *Loan Repayment, *Student Attitudes, *Student Characteristics, Student Loan Programs, Surveys
The New England Student Loan Survey (NESLS) II investigated the impact of student loans on borrowers, their consumption patterns, and their attitudes towards repayment. The 1,442 subjects, recent borrowers now repaying their student loans, included 283 high debt-low income borrowers and 207 prior defaulters now in repayment. Findings included the following: (1) over 70% said that the availability of student loans was an important factor in continuing their education beyond high school and 67% of those who completed school said that student loans enabled them to do so; (2) more than 70% of the sample said the benefits of having a student loan outweighed the drawbacks; (3) three-quarters of all borrowers said that they did not change their careers because of their student loans, while 15% percent claimed that they did; (4) the majority (70%) of the borrowers said that student loans did not prevent them from moving out of their parents' home, purchasing a home (63%), purchasing a car (69%), getting married (86%), or having children (79%), but those with higher debt levels were most likely to believe their education debt influenced these decisions. Both NESLS I and II revealed that individuals with higher debt levels are more likely than others to perceive their debts as burdensome, but debt level has little impact on consumption patterns. (LPT)

**ED 332 600**                              HE 024 561
*Duby, Paul B.*
**A Responsive High School Feedback System.**
Association for Institutional Research.
Pub Date—91
Note—9p.
Available from—The Association for Institutional Research, 324 Stone Building, Florida State University, Tallahassee, FL 32306-3038.
Journal Cit—AIR Professional File; n40 p1-8 Spr 1991
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Colleges, *College School Cooperation, Data Collection, *Feedback, Higher Education, High Schools, High School Students, *Institutional Cooperation, Recordkeeping, Universities
Identifiers—Michigan, *Northern Michigan University
Few higher education institutions provide systematic information for high schools beyond what is involved in the application/admissions process. The Northern Michigan University (NMU) High School Feedback System was designed to meet the needs expressed by high school personnel in the Upper Peninsula of Michigan for increased frequency, quantity, and quality of feedback about students enrolled from their institutions. The system provides the high schools with feedback for curricular evaluation and more effective academic advising. In its complete form, the model provides a wealth of information to its feeder institutions. A comprehensive feedback report has also been created to provide information on the academic credentials, performance, and graduation of students from those high schools providing only a few students to NMU. The NMU model provides for the internal routing of data as well as the transmission of a wide variety of evaluatory information directly back to high schools. The feedback system was developed using DataEase. The model represents a formal commitment on the part of one college administration to share systematically with the high schools on which it depends heavily. Included is a detailed discussion on the operation of the NMU feedback system. Appended are illustrated examples of each main com-

ponent of the NMU High School Feedback System. Includes 7 references. (LPT)

**ED 332 601**                              HE 024 562
**Student Loans: Characteristics of Defaulted Borrowers in the Stafford Student Loan Program. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.**
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-91-82BR
Pub Date—Apr 91
Note—29p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25% discount).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Vocational Education, Financial Problems, Financial Support, Higher Education, *Loan Default, Loan Repayment, Minority Groups, Postsecondary Education, *Student Characteristics, Student Loan Programs
Identifiers—*Stafford Student Loan Program
This document reports on a study which sought to identify the characteristics of students who default on loans obtained under the Stafford Student Loan Program. Twelve studies that were the products of original research and which addressed the characteristics of student loan defaulters were identified through literature searches and contacts with state education agencies. Each study reviewed was based on analyses performed in different states, with different sampling methods and data analysis techniques, with different groups of students and types of educational institutions and over different time periods. The studies revealed that students likely to default on their loans were those who: (1) attended vocational/trade schools; (2) had low incomes; (3) had little financial support; (4) had minority backgrounds; (5) lacked high school diplomas; (6) failed to complete their educational programs; (7) attended schools for one year or less; (8) borrowed small amounts; and (9) were unemployed when defaulting. Appendices include a list of the studies reviewed and a summary of defaulter characteristics identified in the studies. (LPT)

**ED 332 602**                              HE 024 563
*Murchland, Bernard, Ed.*
**New Perspectives on Civic Education.**
Ohio Wesleyan Univ., Delaware. Arneson Inst.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.
Pub Date—91
Note—25p.
Journal Cit—Civic Arts Review; v4 n1-2 Win-Spr 1991
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Civics, Community Programs, *Cultural Pluralism, Democracy, *Democratic Values, General Education, Higher Education, Individualism
The essays in this special issue of The Civic Arts Review address three fundamental issues concerning civic education: clarifying the meaning given to the word citizen; the nature of a liberal democratic political community; and (given diversity and pluralism), how educators can cultivate civic-mindedness and communal responsibility. An introductory editorial, "Foundations of Citizenship Education" (Bruce Jennings), notes the importance of political and ethical theory that must underlie civic education. David Johnston, in "Individualism and Civic Virtue," looks at the political framework and offers four specific suggestions on how higher education could improve democratic citizenship. "Civic Education and Community Service", by Benjamin R. Barber, summarizes principles identified by the Whitman Center for the Culture and Politics of Democracy at Rutgers University. The next essay, "Civic Education, Liberal Education, and Democracy" (Donald Moon), examines the role of technical expertise, the objectives of liberal education, the nature of democratic discourse, and the content of civic education. "Education for the Common Good" (William M. Sullivan), discusses the concept of the common good within the context of civic politics and civic deliberation. A back page commentary, "Coming to Terms with the Multiculturalists" (Larry McGehee), proposes that active dialogue can create a new multicultural "tradition".

(JB)

**ED 332 603** HE 024 564

Agriculture and Natural Resource Education for 2020. Report of the University of Wisconsin System Strategic Planning for Agriculture and Natural Resources.
Wisconsin Univ., Madison.
Pub Date—90
Note—71p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Advisory Committees, *Agricultural Education, Change Strategies, College Role, Cooperative Programs, Decisionmaking, Educational Assessment, Educational Planning, Educational Policy, Higher Education, Institutional Evaluation, Institutional Mission, *Long Range Planning, *Natural Resources, Planning, Policy Formation, Program Development, Student Development
Identifiers—*Strategic Planning, *University of Wisconsin System
   Among the goals and recommendations for agriculture and natural resource education presented to the University of Wisconsin System institutions and Board of Trustees by the Steering Committee for Strategic Planning for Agriculture and Natural Resources are the following: (1) provide domestic and international leadership in research on food and agriculture, natural resource and community viability issues; (2) strengthen curricula and learning environments consistent with new and evolving concepts of agriculture and natural resources, technologies and understanding of learning; (3) provide students seeking a broad general education with curricular opportunities that reflect the rich diversity of traditional and emerging disciplines in agriculture and natural resources; (4) deliver programs of instruction in agriculture and natural resources in a manner that maximizes independent learning and provides extracurricular activities that develop leadership; (5) deliver holistic, balanced, problem solving education and lifelong learning opportunities to the citizenry in a timely manner; (6) establish a network of upper midwest public institutions with programs in agriculture and natural resources in order to improve research, extension, and instructional capacity; (7) diversify the human resources of the colleges of agriculture and natural resources by giving high priority to recruitment of women and minorities for faculty, staff, and administrative positions; and (9) recruit and retain a diverse student body. Appendixes include listings of conference presentations and data on enrollment and degrees awarded. Includes 47 references. (LPT)

**ED 332 604** HE 024 565

Instructional Locations away from the Main Campus, Fall 1990, State University of New York. Report Number 16-91.
State Univ. of New York, Albany. Office of Institutional Research and Planning.
Pub Date—Aug 91
Note—207p.
Available from—Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—College Faculty, College Programs, Community Colleges, Comparative Analysis, *Extension Education, *Geographic Location, Higher Education, *Off Campus Facilities, *School Location, *State Universities, Statistical Analysis, Student Characteristics, Teacher Characteristics
Identifiers—*State University of New York
   Comprehensive information about instructional locations away from the main campus of the State University of New York is presented in this report, which consists of five statistical tables and three appendixes. The tables, based on fall 1990 data, include: (1) summary information on the 499 locations; (2) detailed information on each off-campus location; (3) information on characteristics of instructional locations away from the main campus that offer complete academic programs; (4) information on locations not offering a complete academic program but offering at least 15 courses for credit or having more than 350 registrations; and (5) information on instructional locations away from the main campus not offering a complete academic program and offering no more than 15 courses for credit and having no more than 350 registrations. An examination of the data regarding reasons for

establishing an instructional location away from the main campus reveals that slightly over 90% of the locations were established for the convenience of students and/or were programmatically necessary due to the nature of the academic program being offered. Information is presented on the age of the institutions, distance of the instructional locations from the main campus, and student characteristics. (LPT)

**ED 332 605** HE 024 566

Unified Budget Recommendations for Fiscal Year 1991-92. Alabama Commission on Higher Education
Alabama State Commission on Higher Education, Montgomery.
Pub Date—Apr 91
Note—138p.
Available from—Alabama Commission on Higher Education, One Court Square, Suite 221, Montgomery, Alabama 36104-3584.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Budgets, College Credits, College Programs, Educational Finance, Financial Policy, Higher Education, *Operating Expenses, Professional Education, Research, *Resource Allocation, *State Colleges, *Statewide Planning, Technical Institutes, Two Year Colleges
Identifiers—*Alabama
   Recommendations for the appropriations to each public college and university in Alabama are presented by the Alabama Commission on Higher Education (ACHE) in its 1991-92 unified budget report. The budget recommendations are provided in six sections: (1) executive summary of the 1991-92 unified budget recommendations; (2) higher education unified budget recommendations program detail on 1989-1990 and 1990-91 appropriations, 1991-92 requests, regional standards and recommendations; (3) funding formulas and unified budget recommendations process; (4) funding formulas supporting data for senior institutions; (5) funding formula supporting data for two-year institutions; and (6) critical capital needs in Alabama public higher education. For each institution and type of expenditure (e.g., academic, research, public service, and capital outlay), data are provided for 1989-1990 and 1990-1991 appropriations, 1991-92 requests based on funding formulas, and the ACHE 1991-92 regional standard and recommended budget. Included is an explanation of the funding process for higher education and the classification of instructional programs codes and weight categories used in Alabama regular academic program formulas. (LPT)

**ED 332 606** HE 024 567

College and University Admissions and Enrollment: New York State, Fall 1989.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
Pub Date—89
Note—35p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Admission, College Graduates, *Credit Courses, *Degrees (Academic), Doctoral Degrees, *Enrollment, Graduate Study, Higher Education, Masters Degrees, *Noncredit Courses, Postsecondary Education, Private Colleges, Proprietary Schools, Public Colleges, Statistical Data, Statistical Surveys, Trend Analysis, Undergraduate Study
Identifiers—*New York
   This report provides statistical information concerning the fall 1989 enrollment activity at New York State schools of higher education. The report is nearly all composed of statistical data presented in 17 tables that are divided into two groups: Tables 1 through 15 pertain to degree-credit and noncredit enrollment, while tables 16 and 17 summarize undergraduate admissions. In the enrollment portion, Table 5 is the summary table of degree-credit and noncredit enrollment. Table 6 reports the same enrollment by institution. Among the other statistical data presented are the following: (1) trends in degree-credit enrollment in public, independent, and proprietary institutions by type of institution; (2) percent distribution of degree-credit enrollment by level of study; (3) degree-credit and noncredit enrollment by level of program and institutional classification; (4) organized occupational degree-credit enrollment by major program area, year of study, attendance status, and sex of student; (5) first-professional degree-credit enrollment by subject area;

(6) enrollment in Master's and Doctoral degree programs by major subject area, attendance status, and sex of student; and (7) trends in undergraduate admissions by sector and admissions status. (GLR)

**ED 332 607** HE 024 568

Barrow, Clyde W.
The Theory of Capitalist Regulation and the Development of American Higher Education.
Pub Date—Apr 91
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Capitalism, Cultural Influences, Economic Factors, *Educational Change, *Educational Development, *Educational History, Governance, Higher Education, *Marxian Analysis, Political Influences
   This paper outlines a neomarxist theoretical framework for interpreting the history of American higher education. It argues that one can best explain the development of American higher institutions as part of a theory of capitalist development, because higher institutions are generally dependent on external patronage and, therefore, on the capitalist class. Drawing on Aglietta's "theory of capitalist regulation," the paper suggests that the competitive, corporate, and state-capitalist phases of development have each resulted in a different structural form of higher education. Each structural form is characterized by its own types of governance, administration, curriculum, and teaching linked to the economic, cultural, and political interests of an ascendant segment of the capitalist class. Contains 55 references. (Author)

**ED 332 608** HE 024 569

Fayne, Harriet   Woodson, Nancy
The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.
Spons Agency—Columbus Foundation, Ohio.; Consortium for the Advancement of Private Higher Education.
Pub Date—4 Apr 91
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 4, 1991). Also sponsored by the Yassenoff Foundation.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, College Faculty, College Students, Comparative Analysis, Higher Education, *Learning Experience, School Demography, *Student Attitudes, Student Development, Student Needs, *Teacher Attitudes, Teaching Methods
Identifiers—*Otterbein College OH
   This paper presents the results of a study concerning the impact of changing demographic on curriculum and instruction in higher education and specifically, the impact of the adult student population on Otterbein College, Ohio. The study discusses gender and age considerations in its exploration of the school's student attitudes, teaching practices, goals, and outcomes. The purposes of the study were: (1) to evaluate existing academic services for adult students in terms of their effectiveness, need, and availability as compared with services provided traditional students; (2) to sensitize faculty to existing conditions and encourage careful consideration of instructional alternatives; and (3) to determine the applicability of the project findings to other institutions. The report discusses results obtained from a student survey in the areas of what students perceived to be significant learning experiences, the learning styles of males versus females, what impact adult students had on the instructional setting, and whether adults were more participatory in mixed-aged classrooms. Results from a faculty questionnaire are also presented, and the educational implications of the findings are discussed. Contains 5 references. (GLR)

**ED 332 609** HE 024 570

Middleton, Sue
Towards a Feminist Pedagogy for the Sociology of Women's Education in Aotearoa, New Zealand: A Life History Approach.
Pub Date—Apr 91
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Asso-

ciation (Chicago, IL, April 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Biculturalism, Consciousness Raising, Cultural Differences, *Educational Change, Educational Philosophy, *Educational Sociology, *Feminism, Foreign Countries, Higher Education, Multicultural Education, Racial Bias, Social Influences, Teacher Attitudes, *Womens Education
Identifiers—*New Zealand
This paper is concerned with the teaching of undergraduate university courses on "women and education" or "the sociology of women's education" in the 1990s to pre-service and practicing teachers, some of whom are fearful of, or even hostile to, feminism. The paper consists of four parts: the first part presents the feminist educational theories of a New Zealand sociologist of women's education within the political circumstances of New Zealand and elsewhere from the 1980s to 1990s; the second part positions pedagogical concerns within the international discourses of sociology of education and critical pedagogy, in particular, the politics of the student's and the teacher's "voice"; the third part takes up this issue by using personal texts as a means of demonstrating how, in a university classroom, feminist teachers and their students can move between personal experiences and sociological analysis; and the fourth part discusses biculturalism, an issue of educational and political concern in New Zealand in the 1990s. It is suggested that the bicultural feminist educational theories which are being developed within the New Zealand situation have a somewhat different emphasis from feminist concerns elsewhere in the western world. Contains 74 references. (GLR)

**ED 332 610**                         HE 024 571
*Abbink, Charlotte Schau, Candace Garrett*
Competencies of Technically and Professionally Educated Nurses: A Meta-Analysis.
Pub Date—[89]
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
Pub Type— Reports - Evaluative (142) — Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Ability, Comparative Analysis, *Competence, Higher Education, Interpersonal Competence, *Job Performance, Job Skills, Meta Analysis, *Nurses, *Professional Education, *Technical Education
Using meta-analytic techniques, 54 studies were analyzed for differences in competencies of technically and professionally educated nurses. The research examined (1) the difference in three generic competencies (conceptual, human, functional) between nurses educated in technical versus professional programs, and (2) the relationship between the differences in competencies and the quality of studies, subject characteristics, and general study characteristics. The mean effect sizes for conceptual, human, and functional competencies were .56, .41, and .13 respectively. The results indicated the professionally educated group had significantly higher mean scores than the technically educated group for all competencies. Quality of studies and general study characteristics were significantly related to effect sizes for all competencies. Contains 76 references. (Author/GLR)

**ED 332 611**                         HE 024 572
*Davis, Alan*
Peer Counseling in Higher Education: Essentials and Practice. Workbook.
Eastern Oregon Coll., La Grande.
Pub Date—88
Note—107p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Codes of Ethics, *Counseling Techniques, Counselor Client Relationship, *Decision Making Skills, Higher Education, High Risk Students, Interpersonal Relationship, Interviews, Models, *Peer Counseling, Rational Emotive Therapy, Social Integration, Theories
Identifiers—*King (Martin Luther Jr), *Nonviolence
This manual on peer counseling in higher education describes the theory and techniques used for this practice. The first chapter, on academic peer counseling, uses V. Tinto's synthesis of the litera-

ture to illustrate the theory and stages of peer counseling based on academic and social integration models. The second chapter discusses the qualities which should characterize an effective counseling relationship including empathy, warmth, respect, genuineness, concreteness and immediacy. Considered next are the counseling processes and techniques recommended by C. B. Traux and R. Carkhuff as well as some additional techniques. The fourth chapter, on intake interviewing, establishes the importance of the initial contact, lists areas of important inquiry, and notes the need to explain the limits of counseling to the client. A chapter on decision making advocates a process which takes emotions into consideration. Martin Luther King's philosophical views on non-violence are reviewed and applied to counseling in the sixth chapter. Rational Behavior Therapy is examined next, especially how this approach can be used to assist high risk students to make rational decisions regarding higher education. A final chapter explores current professional ethics based in the Hippocratic tradition. Reference lists follow some chapters and various diagrams support the text. (JB)

**ED 332 612**                         HE 024 574
*Druett, Joan*
Fulbright in New Zealand.
New Zealand-United States Educational Foundation.
Report No.—ISBN-0-473-00602-2
Pub Date—88
Note—127p.
Available from—New Zealand United States Educational Foundation, P.O. Box 3465, Wellington, New Zealand.
Pub Type— Books (010) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Cultural Exchange, Higher Education, History, *International Educational Exchange, Personal Narratives, Reminiscence, Teacher Exchange Programs
Identifiers—*Fulbright Exchange Program, *New Zealand
This book draws on the personal experiences of more than 600 past alumni of the Fulbright Program, a bi-national arrangement for the exchange of teachers and scholars between the United States and other countries. In outlining the history of the United States/New Zealand exchange program, it provides several personal narratives about New Zealand alumni experiences in the United States and American alumni experience in New Zealand. Appendices include the following lists: number of participants by country; board members of both the New Zealand and U.S. chapters; New Zealand research scholars and lecturers; New Zealand graduate students; New Zealand exchange teachers; and educational and vocational development grants. U.S. graduates, research scholars and lecturers, exchange students, and cultural grants are also listed. Contains a 36-item bibliography. (GLR)

**ED 332 613**                         HE 024 575
*Hart, Kathleen A.*
Teaching Thinking in College. Accent on Improving College Teaching and Learning.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCRIPTAL-R-7
Pub Date—90
Contract—G008690010
Note—7p.
Available from—NCRIPTAL, 2400 School of Education Building, The University of Michigan Ann Arbor, MI 48109-1259 (free with self-addressed stamped envelope).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, Cognitive Development, College Students, *Critical Thinking, Higher Education, Problem Solving, *Skill Development, Student Improvement, Teaching Methods, *Thinking Skills
This paper discusses whether critical thinking can be taught in the college classroom. It argues that education in general provides the tools for thinking, and therefore, improves the capability for better thinking. The Alverno College faculty, as an example, has improved student critical-thinking ability because the faculty stresses explicitness, multiple opportunities to practice in differing contexts, and

the development of student self-awareness and self-assessment. Teaching students to focus on the elements of a problem or to create a schematic or graphic representation are useful first steps to learning how to think. Also, student participation, teacher encouragement, and student-to-student interaction (active practice, motivation, feedback) are positively related to critical thinking. Courses in logic and laboratory procedures are not very successful in teaching practical reasoning skills, whereas statistics courses have been more useful by helping students to generalize. Three elements of teaching are highlighted as contributing to the improvement of thinking ability: (1) verbalizing methods and strategies to encourage development of learning strategies; (2) student discussion and interaction; and (3) explicit emphasis on problem-solving procedures and methods using varied examples. Contains 13 references and 8 suggested readings. (GLR)

**ED 332 614**                         HE 024 576
*Genthon, Michele*
What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCRIPTAL-R-8
Pub Date—90
Contract—G008690010
Note—7p.
Available from—NCRIPTAL, 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-1259 (free with self-addressed stamped envelope).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, Educational Administration, *Educational Improvement, *Educational Planning, Faculty Development, Higher Education, *Instructional Improvement, Postsecondary Education, Trend Analysis, *Undergraduate Study
This paper presents the results of a study of 1,053 institutions that revealed several beliefs and trends among chief academic officers about improving undergraduate education. Among the beliefs and trends discovered are the following: (1) most commonly reported academic practices for undergraduate educational improvement were faculty recruitment, selection and promotion processes, and academic planning; the least used were student assessment and academic administrative leadership practices; (2) chief academic officers consider faculty recruitment, selection, and promotion practices the most effective practices at their institutions while the least were those related to instructional development; and (3) two-year colleges are more likely to have recently introduced new academic management practices, comprehensive institutions are more likely to have such practices in place, and four-year institutions are more likely to rate the existing practices as effective. The Academic Management Practices Inventory, developed by the National Center for Research to Improve Postsecondary Teaching and Learning, is noted for providing the means for identifying the extent and effectiveness of academic management practices on individual campuses. (GLR)

**ED 332 615**                         HE 024 577
*Angelo, Thomas A.*
Bridging the Gap between Education Research and College Teaching. Accent on Improving College Teaching and Learning.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCRIPTAL-R-9
Pub Date—90
Contract—G008690010
Note—7p.
Available from—NCRIPTAL, 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-1259 (free with self-addressed stamped envelope).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Observa-

tion Techniques, *Classroom Research, College Faculty, Evaluation Methods, Feedback, Higher Education, *Instructional Effectiveness, *Learning, *Needs Assessment, Research and Development, Student Attitudes, Teacher Attitudes, Teacher Effectiveness, Theory Practice Relationship

This paper offers observations on how research and teaching can join forces to improve learning in the classroom by involving the faculty in classroom research. It explains the use of classroom assessment and techniques for gaining information on what students are learning and how well they are learning it. Classroom assessments are defined as efforts to understand learning, not classify the learners as is done through tests and quizzes. Two examples are provided of classroom assessments. The paper concludes by discussing the three major benefits that faculty reported as a result of their involvement in classroom assessment/research: the additional contact with colleagues about teaching and learning; the favorable student responses to the assessment process; and the enjoyment gained from studying teaching and learning in their disciplines and applying what they learn. (GLR)

**ED 332 616**                    **HE 024 578**
*Cameron, Beverly*
**Personal Growth as a Faculty Goal for Students. Accent on Improving College Teaching and Learning.**
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCRIPTAL-R-10
Pub Date—90
Contract—G008690010
Note—7p.
Available from—NCRIPTAL, 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-1259 (free with a self-addressed stamped envelope).
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Critical Thinking, *Decision Making, Educational Strategies, Higher Education, Individual Development, Logical Thinking, *Student Development, Student Educational Objectives, Teacher Attitudes, *Teacher Guidance, Teacher Role, Undergraduate Study

This paper reports the results of a study involving over 2,000 college faculty members concerning the course goals they hope their students will achieve as a result of the material taught, the teaching technique, and the general intellectual environment in the classroom. The common interest of most instructors is the desire to develop the student's ability to think independently and critically and to be able to evaluate ideas, issues, and situations. Such goals are viewed as rewarding and involve broadening the student's intellectual vistas, teaching them to organize and clarify their thinking, helping them develop critical-thinking skills, teaching them how to analyze problems and follow logical approaches to situations, and encouraging them to discover and express their own ideas and thoughts. All disciplines, it is noted, contribute in their unique way to the student's personal growth, but no discipline alone provides all the answers to thinking and problem solving. The study concluded that no matter what the field or discipline, faculty who set personal development goals for their students stress multiple approaches to problem solving and the ability to evaluate, to think critically, and to be open to new possibilities. (GLR)

**ED 332 617**                    **HE 024 579**
*Kellman, Dawn  Scholz, Catherine*
**AIP Report, 1989 Salaries: Society Membership Survey.**
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
Report No.—AIP-R-311.05; ISBN-0-88318-823-6
Pub Date—Dec 90
Note—54p.
Available from—American Institute of Physics, 335 East 45th Street, New York, NY 10017-3483 (single copies free).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, Degrees (Aca-

demic), Geographic Location, Geographic Regions, Higher Education, *Labor Force, *Physics, *Salaries, Salary Wage Differentials, *Scientists, Statistical Data

This report examines the variations in salaries by degree level, employment sector, geographic location, and work activity among members of the scientific labor force and educational system. The data are based on a stratified random sample of one-sixth of the U.S. membership of the American Institute of Physics Member Societies; approximately 14,400 members were queried, and 64% responded. Most of the analyses presented are based on median and quartile salaries. Mean salaries, standard deviations, and median ages are also presented for comparative purposes. Twenty-six tables of data are provided and are divided into the following categories: (1) salaries and geographic location for PhDs; (2) salaries and employment sector for PhDs; (3) salaries for Masters and Bachelors; (4) salaries and primary work activity; (5) PhD salaries for males and females; and (6) salaries and employment sector for PhDs, American Geophysical Union members. Appendixes detail the geographic divisions used in the analysis and provide technical notes. (GLR)

**ED 332 618**                    **HE 024 580**
*Babey, Evelyn R.*
**The Classroom: Physical Environments That Enhance Teaching and Learning (An Investigation of the Teaching/Learning Environment at the University of California, Davis).**
Pub Date—26 Mar 91
Note—14p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 26, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Design, *Classroom Environment, Classroom Furniture, *Classroom Research, College Faculty, College Students, Educational Equipment, *Educational Facilities Improvement, Higher Education, Student Attitudes, Teacher Attitudes
Identifiers—*University of California Davis

This paper describes the activities of a University of California, Davis, advisory group that was charged with monitoring campus classroom environments and proposing corrective action to remedy deficiencies and establish design criteria for consideration in the construction of future instructional facilities. A survey of faculty and students was conducted to determine classroom quality. The areas surveyed were: (1) the classroom's aesthetic quality; (2) features the students and faculty would like to see in their classrooms; and (3) their rating of several classroom design features and attributes they felt were appealing. Next, the problem areas that were revealed were discussed, followed by a review of the immediate actions that were taken to remedy some of the problems. The paper concludes by presenting six recommendations that were made by the group for improving classroom aesthetic quality and for creating classroom diversity. (GLR)

**ED 332 619**                    **HE 024 581**
*Timm, Joan Thrower  Gross, James R.*
**Cognitive Levels of Reasoning Among Traditional and Non-Traditional Age College Students.**
Pub Date—[90]
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, *Age Differences, *Cognitive Development, Cognitive Measurement, *College Students, *Formal Operations, Higher Education, *Nontraditional Students, *Piagetian Theory, Sex Differences

Previous investigations on Piagetian cognitive levels among college students both within and across academic disciplines have not addressed the issue of possible differences in cognitive levels between traditional undergraduates and older returning students. Piagetian cognitive levels were studied among traditional- and nontraditional-age college business and education majors to examine levels of cognitive reasoning in the two groups. The Arlin Test of Formal Reasoning (ATFR) was administered to 69 business majors, 114 elementary and secondary education majors, and 34 science education majors. Scores on individual tests were classified into concrete, transitional and formal levels of cognitive reasoning according to performance across eight reasoning abilities or formal schemes. These are complex thought processes identified by

Piaget as developing during the middle teens. They take the following forms: multiplicative compensations (volume); correlations; probability; combinatorial thinking; proportion; momentum; equilibrium; and frames of reference. ATFR scores were also analyzed by age, business, business or education major, and gender. Results indicated significant differences across age groups in the level of cognitive reasoning abilities and between males and females, but no significant differences between academic majors. Findings suggest a need for revisions of teaching methodologies for both secondary and college level courses, with an emphasis on problem solving and conceptual skills. Includes 21 references (LPT)

**ED 332 620**                    **HE 024 582**
**Problems Confronting the Higher Education Assistance Foundation. Hearing on Examining the Financial Difficulties Confronting the Higher Education Assistance Foundation and the Impact That Situation Has on the Guaranteed Student Loan Programs of the Department of Education before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, Second Session.**
Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.
Report No.—Senate-Hrg-101-951
Pub Date—3 Aug 91
Note—283p.; Portions contain small/broken print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Educational Legislation, Federal Aid, Higher Education, Problems, *Program Effectiveness, Program Evaluation, Program Improvement, Student Financial Aid, Student Loan Programs
Identifiers—*Higher Education Assistance Foundation, *Stafford Student Loan Program

This document reports oral testimony and prepared statements of persons who testified at hearings on the financial difficulties confronting the Higher Education Assistance Foundation (HEAF) and the impact that situation has on the Stafford Student Loan Program of the Department of Education. Witnesses included: Lauro F. Cavazos, U.S. Department of Education; Jean S. Frolicher, National Council on Higher Education; Stephen J. Blair, National Association of Trade and Technical Schools; Charles B. Saunders, Jr., American Council on Education; and A. Dallas Martin, National Association of Student Financial Aid Administrators. Their testimonies focused on the administration, structure, stability, and integrity of the Stafford Loan Program and program reform. Prepared statements were also submitted by Senators Edward M. Kennedy, Paul Simon, and Dave Durenberger; and by Richard C. Hawk, Stephen C. Biklen, Lawrence A. Hough, Bruce F. Vento, Samuel M. Kipp, and Muriel Johnson Murray. (LPT)

**ED 332 621**                    **HE 024 583**
*Fraas, Charlotte J.*
**Selected Amendments Enacted Since 1980 To Control Guaranteed Student Loan Defaults. CRS Report for Congress.**
Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—CRS-91-246-EPW
Pub Date—14 Mar 91
Note—14p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Legislation, Federal Legislation, Higher Education, Laws, *Loan Default, Policy Formation, Postsecondary Education, *Student Loan Programs
Identifiers—*Guaranteed Student Loan Program

Congress, over the past decade, has enacted a number of laws with provisions aimed at preventing defaults and improving collections on defaulted student loans. This report presents a synopsis of legislative provisions enacted to combat student loan defaults beginning with the Education Amendments of 1980. The laws included in the report are: Education Amendments of 1980, P.L. 96-374; Omnibus Budget Reconciliation Act of 1981, P.L. 97-35; Student Financial Assistance Technical Amendments of 1982, P.L. 97-301; Student Loan Consolidation

and Technical Amendments Act of 1983,, P.L. 98-79; Deficit Reduction Act of 1984, P.L. 98-369; Consolidated Omnibus Budget Reconciliation of 1986 (COBRA), P.L. 99-272, as amended; Higher Education Amendments of 1986, P.L. 99-498; Family Support Act of 1988, P.L. 100-485; An Act to Amend the Higher Education Act of 1965 to Prevent Abuses in the Supplemental Loans for Students Program under Part B of Title IV of the Higher Education Act of 1965, and for Other Purposes, P.L. 100-369; Departments of Labor, Health and Human Services, Education, and Related Agencies appropriations Acts of 1990 (P.L. 101-166) and 1991 (P.L. 101-517); Omnibus Budget Reconciliation Acts of 1989 (P.L. 101-239) and 1990 (P.L. 101-508); Student Right-to-Know and Campus Security Act, P.L. 101-542; and National and Community Service Act of 1990, P.L. 101-610. (LPT)

**ED 332 622                    HE 024 584**
*Apling, Richard N.*
**Postsecondary Educational Experiences of High School Graduates. CRS Report for Congress.**
Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—CRS-91-374-EPW.
Pub Date—19 Apr 91
Note—15p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Bachelors Degrees, Blacks, Colleges, Dropout Rate, Dropouts, Educational Experience, *Educational Trends, Enrollment, Higher Education, High School Graduates, High Schools, High School Students, Hispanic Americans, Postsecondary Education, Reentry Students, Student Attrition, *Student Characteristics, Trend Analysis, *Undergraduate Study, Universities
   The report summarizes data on the postsecondary educational experiences of 1980 high school graduates based on three major longitudinal data sets: the National Longitudinal Survey of the 1972 high school class; the High School and Beyond study of 1980 high school seniors; and the High School and Beyond study of 1980 high school sophomores. Findings include the following: (1) about one-third of the graduates of the high school class of 1980 had not enrolled in postsecondary education by 1986; (2) more than half of those high school graduates who began full time at four-year institutions in the fall of 1980 continued as full-time students for four years, while the others either dropped out of postsecondary education or followed an alternative path, such as part-time enrollment or temporarily leaving and then returning to school; (3) more than 80% of 1980 high school graduates who followed an alternative path into postsecondary education enrolled at a community college or other less-than-baccalaureate level institution; (4) 1980 high school graduates who began and continued full-time at four-year institutions earned about 60% of the baccalaureate degrees awarded to 1980 high school graduates by 1986; (5) Black and Hispanic students and students from lower socioeconomic backgrounds who began and continued full-time at four-year institutions were less likely than white students and those from more prosperous backgrounds to have earned a Bachelor's degree by 1986. (LPT)

**ED 332 623                    HE 024 585**
*Fraas, Charlotte J.*
**Proprietary Schools and Student Financial Aid Programs: Background and Policy Issues. Congressional Report for Congress.**
Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date—Aug 90
Note—74p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, Eligibility, *Federal Aid, Paying for College, Postsecondary Education, Problems, Program Evaluation, *Proprietary Schools, *Student Financial Aid
Identifiers—Fraud, Guaranteed Student Loan Program
   This report examines some of the major issues that Congress is likely to confront in considering future use of student aid programs by proprietary school students. Chapter 1 presents an historical overview of proprietary school participation in Title IV student aid programs and Chapter 2 explores the current participation of proprietary school students in Title IV programs, looking at program and student

participation data. Chapter 3 discusses the two major concerns relating to proprietary school participation in the Title IV programs: abusive practices and Guaranteed Student Loan defaults. Chapter 4 focuses on six broad issues: the access of vocational students to postsecondary education; the cost of a proprietary school education to the student and to the taxpayer; the use of Title IV as the major source of federal aid for job training; the protection of the student consumer; the integrity of student financial aid programs; and the use of student aid as a funding mechanism. The final chapter offers some concluding observations on the basic choices concerning proprietary school issues and student aid programs that are available to Congress. Two appendices provide information on the history of proprietary schools' involvement in Title IV, and the types of available aid under Title IV and eligibility requirements for the participation of schools and students. (LPT)

**ED 332 624                    HE 024 586**
*Douglas, Joel M., Ed.*
**Faculty Representation Elections–1965-1990.**
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date—Mar 91
Note—10p.
Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10010 ($6.25).
Journal Cit—Newsletter of the National Center for the Study of Collective Bargaining in Higher Education and the Professions; v18 n4 p1-6 Nov-Dec 1990
Pub Type— Information Analyses (070) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Collective Bargaining, College Faculty, Colleges, *Elections, Higher Education, Private Colleges, Public Colleges, *Unions, Universities, *Voting
   Results of a survey of college faculty elections concerning faculty unionization conducted from 1965 through 1990 are presented. Election results were obtained from the National Center for the Study of Collective Bargaining in Higher Education and the profession directories. Survey results include: (1) bargaining agents were successful in 75% of faculty representation elections and faculty agents were elected in 75% of the 607 elections held; (2) the majority of elections took place in two-year public institutions and occurred in the first decade of academic collective bargaining, 1965-1974; (3) election frequency was 26 per year for the period 1965-1974 and 28 per year during 1975-1984, declining to 11 per year for the years 1985-1990; (4) "No-Agent" was the preferred choice in 151 of the 607 elections reported and 32 of these elections in which faculty rejected unionizations involved more than one bargaining agent on the ballot. (LPT)

**ED 332 625                    HE 024 588**
*Johnson, Reid  And Others*
**Assessing Assessment: An In-depth Status Report on the Higher Education Assessment Movement in 1990. The First Report of a National Survey. Higher Education Panel Report Number 79.**
American Council on Education, Washington, D.C.; Winthrop Coll., Rock Hill, S.C.
Spons Agency—South Carolina Commission on Higher Education, Columbia.
Pub Date—May 91
Note—36p.
Available from—Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036-1193 (1-10 copies: $10.00 members, $13.00 non-members; 11 or more copies: $8.00 members, $11.00 non-members. All orders must be prepaid).
Pub Type—Tests/Questionnaires (160) — Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Outcomes Assessment, *College Students, *Educational Assessment, *Faculty, *Higher Education, *Self Evaluation (Groups)
Identifiers—*Comprehensive Student Assessment Programs
   This study examined the prevalence amd progres-

sion toward generally accepted goals of comprehensive student assessment programs (CSAP) using data from the Higher Education Panel's stratified sample of 455 colleges and universities, of which 357 responded for a usable response rate of nearly 80%. The data indicated that about one-third of the nation's 2,600 nonspecialized degree-granting institutions had CSAPs in 1990. Among findings were the following: most institutions view their administration as the major force behind assessment; most institutions are addressing a broad range of student learning and development areas; 40% of institutions have established an assessment office; nearly 70% of respondents reported faculty as "moderately" or "strongly" involved in assessment planning or implementation; assessment leaders come from diverse backgrounds; 62% of respondents reported no detrimental effects or said it was too soon to cite liabilities; problems in implementation were student motivation/participation, financial support, faculty motivation/participation, availability of valid assessment methods, and use of results for program enhancement. Conclusions offer a 9-step CSAP development model based on findings, suggest some unanswered questions, and predict that the next 2 to 5 years will be crucial to the assessment movement. Detailed statistical tables and a copy of the student assessment survey are attached. (JB)

**ED 332 626                    HE 024 589**
*Stauffer, Gregory L.*
**Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.**
Washburn Univ. of Topeka, Kans.
Pub Date—Jun 91
Note—29p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Faculty Development, *Financial Support, Guidelines, Higher Education, *Peer Evaluation, Productivity, Program Implementation, *Research Projects, Research Proposals, Resource Allocation
Identifiers—*Washburn University of Topeka KS
   With the goal of providing professional development resources for enhancing faculty research productivity, Washburn University (Kansas), which employs about 250 full-time faculty, developed a program that allocates institutional funds through a peer review process. The fund's peer review process has involved two committees, a Faculty Research Committee (FRC), and a Research Review Committee (RRC). The FRC, an umbrella committee of 10 members responsible for the dispersal of funds, has met monthly to review "small" grant requests (under $2,000) and to review recommendations from the RRC. The RRC has been primarily responsible for reviewing "large" funding requests (over $2,000) and making recommendations regarding those requests to the FRC. Proposal guidelines for small and large grants have been developed over the lifetime of the fund. Conflicts have developed over the desire for more detail and additional guidelines versus the desire to reduce complexity and paper work. In addition, once the funds are allocated, the recipients have received no further support for coping with institutional personnel and purchasing procedures. Included are program guidelines for both small and large proposals, a five-item bibliography and an appendix containing a major research grant proposal application form. (JB)

**ED 332 627                    HE 024 590**
**Criteria for the Establishment of New Public Colleges and Universities. Report 6.**
Florida State Postsecondary Education Commission, Tallahassee.
Pub Date—16 May 91
Note—157p.; Prepared in response to specific appropriation 634B of the 1990 General Appropriations Act, Chapter 90-209, Laws of Florida.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Cost Effectiveness, *Criteria, Enrollment Projections, Feasibility Studies, Higher Education, *Long Range Planning, Organizational Objectives, *Program Implementation, *State Colleges, *State Universities
Identifiers—*Florida, Threshold Analysis
   This report outlines the criteria for establishment of new public colleges and universities in Florida between May 1991 and the early part of the 21st

Century; the plan emanated from legislative concern about Florida's ability to meet projected future demands for highly educated workers. Issues addressed include goals for degrees granted and number enrolled on a state-wide basis, and minimum size goals for new institutions. A three-phrase planning model for new institutions includes a threshold analysis (participation rate, population base, geographic access), feasibility guidelines (demonstration of need, impact on other systems, cost-effectiveness, policy considerations), and an implementation plan (threshold analysis, feasibility study, implementation plans). An appendix consisting of the complete consultant's report for state-level planning of new colleges and universities in Florida makes up the bulk of this document. A copy of the brief 1990 Legislative Proviso is also appended. (JB)

**ED 332 628**     **HE 024 591**
**Enhancing Opportunities for Higher Education among Underrepresented Students.**
California State Dept. of Education. Sacramento. Office of Special Programs.
Report No.—ISBN-0-8011-0894-2
Pub Date—90
Note—76p.; Based on the Kellogg West Symposium on College Preparation of Underrepresented Students (Pomona, CA, November 1989).
Available from—California Department of Education, Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50, plus sales tax for California residents).
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Aspiration, *Academic Education, *Academic Persistence, Accountability, Black Students, College Choice, *College Preparation, Disadvantaged Youth, Higher Education, High Schools, High School Students, Hispanic Americans, *Minority Groups, Parent Participation, Professional Services
Identifiers—*California
Contributions of participants in a three-day invitational symposium for representatives of the 21 California high schools which were most successful in sending Black and Hispanic students to the University of California and the California State University are compiled in this document. The publication addresses two major goals of the California Education Summit: (1) to increase the percentage of students entering high school who enroll in and earn bachelor's degrees from four-year colleges; and (2) to make it possible for all segments of the school population to achieve at a higher level. The document begins with a listing of essential principles for high schools: make the school accountable; build an academic school culture; make access to college preparatory classes a reality; provide professional support for staff; include parents as an essential part of the process; provide coordinated student support services; attend to articulation; and make information about colleges available. For each principle implementation suggestions are provided. A further chapter addresses how district and institutions of higher education can support schools' efforts. Appendices provide lists of resources for districts developing college preparatory programs, participants in the symposium, and members of the Advisory Committee on College Preparation of Underrepresented Students. (JB)

**ED 332 629**     **HE 024 592**
*Thomlison, T. Dean*
**Effects of a Study-Abroad Program on University Students: Toward a Predictive Theory of Intercultural Contact.**
Pub Date—22 Feb 91
Note—46p.; Paper presented at the Annual Intercultural and Communication Conference (8th, Miami, FL, February 22, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Change, *Cultural Awareness, Females, Foreign Culture, Higher Education, *Individual Development, *Intercultural Communication, Knowledge Level, Males, *Student Attitudes, Student Development, *Study Abroad, Travel
Identifiers—England, University of Evansville IN
In order to empirically examine the impact of an overseas study experience on university students

from the United States, a study of all University of Evansville students from a one-year period who had participated in an overseas study program in England was undertaken. The study used a four-part survey questionnaire designed to address specific issues related to factors such as behaviors, attitudes, interests, knowledge, and awareness levels. The total number of students returning the questionnaire was 174, a response rate of 89%. Standard analyses were conducted using a statistical package to determine frequency distributions and means. Non-parametric analysis was used to locate any statistically significant differences in responses based on sex, or amount of travel during the semester. P-values were adjusted using the Bonferroni method. Substantial changes were reported in attitudes, specific knowledge levels, beliefs, values, behaviors, open-mindedness, personal growth, and general appreciation of other cultures. Suggestions are made in terms of implications for further research, development of orientation programs, the relationship between changes in variables and gender, and the relationship between changes in variables and the amount of travel during the semester. The report presents the data in numerous tables and provides 19 references. (JB)

**ED 332 630**     **HE 024 593**
*Mansfield, Wendy   And Others*
**College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.**
Westat, Inc., Rockville, MD.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No.—NCES-91-191
Pub Date—May 91
Note—65p.; Data Series: FRSS-38.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Programs, *College Students, Enrollment, Geographic Regions, Higher Education, Minority Groups, Private Colleges, Public Colleges, *Remedial Instruction, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Remedial Teachers, Two Year Colleges
This report presents the findings of a Fast Response Survey System (FRSS) survey of 2,874 colleges on remedial/developmental programs offered during fall 1989. The survey provides national estimates on the following factors: institutions that offered remedial courses; reading, writing, and mathematics remedial courses offered; students enrolled in and passing remedial courses; and faculty teaching remedial courses. It also provides information on characteristics of remedial courses and programs. Data for all institutions are presented by control (public and private), type (2-year and 4-year), geographic region (Northeast, Central, Southeast, and West), enrollment size of institution (less than 1,000; 1,000 to 4,999; and 5,000 or more) and minority status (student body less than 50% white and student body greater than or equal to 50% white). Some of the characteristics are interrelated particularly along the lines of type and control. Survey findings in this report are organized into three main sections. The first section discusses the number of institutions, courses, freshmen, and teachers involved in college-level remedial education; the second describes remedial courses and programs; the third compares data from this survey to data from the 1983-84 survey on this topic. Numerous tables and figures display the data. The report includes a copy of the instrument used. (JB)

**ED 332 631**     **HE 024 594**
**Abuses in Federal Student Aid Programs. Report Made by the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs United States Senate.**
Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.
Report No.—Senate-R-102-58
Pub Date—91
Note—44p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accreditation (Institutions), Administrative Problems, *Federal Aid, *Federal Programs, *Financial Aid Applicants, Government Role, Hearings, Income, Loan Repayment, Postsecondary Education, *Student Loan Programs
Identifiers—*Department of Education, Fraud, *Guaranteed Student Loan Program
This report on abuses in federal student aid pro-

grams, particularly the Guaranteed Student Loan Program (GSLP), is based on information gathered by the Senate Permanent Subcommittee on Investigations in the course of its overall investigation and the testimony and exhibits received during the course of hearings held between February and October, 1990. The hearings, taking place over 8 days, involving nearly 50 witnesses, and dealing with the overall GSLP status, were organized around case studies, specifically: The American Career Training Corporation of Pompano Beach, Florida; The Culinary School of Washington, D.C.; and the collapse of the First Independent Trust Company of Sacramento, California. This investigation was prompted by a large volume increase in the program, a dramatic increase in loan defaults, and reports of waste, fraud and abuse within the GSLP. In four sections the following topics are addressed: the nature and extent of the program (GSLP growth, business over education, industry profits, problem schools, students as victims); the existence of serious problems at all levels (school practices, state licensure, accreditation, financial players); the dismal record of the U.S. Department of Education (failures to monitor eligibility and certification, accrediting agency recognition, financial player regulation/oversight, administration/management, enforcement). A final section offers findings, conclusions, and recommendations. (JB)

**ED 332 632**     **HE 024 595**
*Olson, Jeffery E.*
**Economic Values Implicit in the Social Construction of American Universities.**
Pub Date—Apr 91
Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1991).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Admission Criteria, *Economic Research, *Educational Economics, Faculty, *Higher Education, Institutional Mission, Prestige, Private Colleges, Productivity, Public Colleges, *Sociocultural Patterns, *Values
Five economic hypotheses of what American universities value (profit, production, prestige, faculty consumption, or academic resources and activities) were tested to illustrate the implicit value framework, a conceptual framework for inferring the objective economic values of an organization from the manner in which society has defined its relationships of exchange and production. The population for the study was comprised of 166 comprehensive and research-doctoral universities and the time period was the 1982-83 academic year. Since a period longer than one year is needed to produce graduates, cross-sectional data were used. The universities were divided into four types: selective-private, selective-public, less selective-private, and less selective public. Data on several other variables were collected: inputs and outputs (students, degrees granted, articles published), faculty, departmental and administrative services, library services, and physical plant. Findings indicated, among other things, that students have a negative exchange value, that financial aid programs do not affect the exchange value of the student to the university, and that the universities that publish the most have relatively high marginal exchange values for research. These results are consistent with the hypotheses that universities maximize faculty consumption. They are inconsistent with maximizing prestige, profit, production or with valuing intrinsically academic activities. (JB)

**ED 332 633**     **HE 024 596**
*Stromquist, Nelly P.*
**Daring To Be Different: The Choice of Nonconventional Fields of Study by International Women Students. IIE Research Report Number Twenty-Two.**
Institute of International Education, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y. Education and Research Div.
Report No.—ISBN-87206-188-4
Pub Date—91
Note—166p.
Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580 ($10.00).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors—Family Role, *Females, *Foreign Students, Graduate Students, Higher Education, *Intellectual Disciplines, *Sex Role, *Sociocultural Patterns, Teacher Role, Undergraduate Students, Womens Education

This study examined the choice of nonconventional fields of study by international women students at the undergraduate and graduate level. Using as subjects 150 graduate students (100 female and 50 male) and 100 undergraduate students (75 female and 25 male) from 10 universities in the United States, a field tested questionnaire was sent to 2500 students in all. A response rate of 21% to 55% for undergraduates and 33% to 56% for graduate students was achieved for a sample of 446 graduate students and 313 undergraduates. Analysis involved three comparisons: female and male; women selecting conventional and unconventional fields; and women and men students in unconventional fields. Conclusions were that field study choices develop over time with families, teachers, and schools playing important roles. In addition, competence in math and science were seen to affect the selection of nontraditional fields. These conclusions suggest that universities might adopt policies to provide more math and science courses, and to become more supportive of women students. Five figures and 80 tables supplement the text. Appendices contain the survey tools and a list of fields of study and rating of conventionality. (JB)

**ED 332 634**   HE 024 597
*Cardozier, V. R.*
**Comparative Higher Education: Bibliography**
Texas Univ., Austin. Dept. of Educational Administration.
Pub Date—May 91
Note—44p.
Pub Type— Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Comparative Education, *Foreign Countries, *Higher Education
Identifiers—Africa (Sub Sahara), Asia, Australia, Canada, Europe (East), Europe (West), Latin America, Middle East, New Zealand, United Kingdom, USSR

This comparative higher education bibliography from the graduate program in Higher Education at University of Texas at Austin provides references with publication dates through 1990 under the following categories: "General and Canada" (85); "Africa (Sub-Sahara)" (23); "Asia" (122); "Australia and New Zealand" (25); "Western Europe" (168); "Great Britain" (56); "Latin America" (81); "Middle East" (23); "USSR and Eastern Europe" (57). (JB)

**ED 332 635**   HE 024 614
*Nyquist, Jody D., Ed. And Others*
**Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.**
Washington Univ., Seattle. Center for Instructional Development and Research.
Report No.—ISBN-0-8403-6374-5
Pub Date—91
Note—457p.
Available from—Kendall/Hunt publishing Company, 2460 Kerper Boulevard, P.O. Box 539, Dubuque, IA 52004-0539 ($28.95).
Pub Type— Collected Works - General (020) — Books (010) — Reports - Descriptive (141)
**Document Not Available from EDRS.**
Descriptors—*Foreign Students, Graduate Students, Higher Education, Intellectual Disciplines, *Professional Training, Program Development, Sociocultural Patterns, *Supervision, *Teacher Education, *Teaching Assistants
Identifiers—*Diversity (Student)

The 56 papers in this volume address issues central to the preparation of graduate teaching assistants (TA) as both scholars and future professors. It is noted that the majority of TA programs are infrequent workshops with either limited or no follow-up, and that the task of preparing the next generation of professors appears to be more complex that ever before. In Section I, the reader is urged to consider the TA position and the context in which the teaching assistant operates. The recent development of a significantly diverse student body in higher education is the focus of Section II. Ways of approaching TA training, both campus-wide and discipline-specific, are described in Section III. Section IV focuses on some of the appropriate strategies, tools, and resources which will prepare

teaching assistants to interact effectively with undergraduates. Given that the teaching assistantship remains primarily an apprenticeship learning model, Section V deals with supervision issues and relationships. Section VI covers some of the special needs of international teaching assistants as they attempt to teach in a second culture using a second language. References accompany many of the papers. Among paper topics are the following: a proactive training approach; gender bias; TA training on a shoestring budget; training TAs to teach writing; a peer consultation program; TA training materials; the TA role in the interactive classroom; language proficiency legislation; international TAs and cultural differences. (JB)

**ED 332 636**   HE 024 615
*Klitzner, Michael   Stewart, Kathryn*
**Evaluating Faculty Development and Clinical Training Programs in Substance Abuse: A Guide Book.**
Pacific Inst. for Research and Evaluation, Walnut Creek, CA.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—RPO778
Pub Date—Jun 90
Note—33p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Alcohol Abuse, Allied Health Occupations Education, *Clinical Teaching (Health Professions), Drug Abuse, *Evaluation Methods, *Faculty Development, Graduate Medical Education, Higher Education, Medical Education, Medical School Faculty, Mental Health, *Program Evaluation, Qualitative Research, *Research Methodology, Sampling, Statistical Bias, *Substance Abuse

Intended to provide an overview of program evaluation as it applies to the evaluation of faculty development and clinical training programs in substance abuse for health and mental health professional schools, this guide enables program developers and other faculty to work as partners with evaluators in the development of evaluation designs that meet the specialized needs of faculty development and clinical training programs. Section I discusses conceptual issues in program evaluation, including the uses of evaluation (management and monitoring, program description, program improvement, accountability, and creating new knowledge); the major options (formative/summative, process-/outcome/impact, quantitative/qualitative); and the benefits and risks of conducting evaluation studies. Section II, an introduction to research methods, includes the following discussions: sampling with known sampling errors (simple random, systematic, multistage random, stratified, cluster, stratified cluster, and sequential sampling); sampling without known sampling errors (convenience, quota, modal, purposive, and snowball sampling); sample size and generalizability and sample size and statistical power; the validity of evaluations and potential sources of bias, including issues related to internal validity (history, maturation, testing, instrumentation, statistical regression, selection, mortality, interactions with selection, and ambiguity about the direction of causal influence); comparison and control groups; measurement of outcomes; and qualitative evaluation methods and analysis. (5 references) (JB)

**ED 332 637**   HE 024 616
**Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1989-August 31, 1990.**
Texas Higher Education Coordinating Board, Austin.
Pub Date—Feb 91
Note—37p.
Available from—Texas Higher Education Coordinating Board, Educational Data Center, P.O. Box 12788, Austin, Texas 78711-2788.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Educational Finance, *Expenditures, Federal Aid, Financial Support, *Higher Education, Medical Research, *Public Colleges, Public Health, *Research, Scientific Research, State Universities, Trend Analysis

Identifiers—*Texas

This report, the 24th in an annual series on research expenditures of Texas public institutions of higher education, is based on data provided by each institution for fiscal year 1990. Institutions were asked to ensure that the data reported were consistent with their annual financial reports, and that they used a set of established definitions and data elements consistent with similar data collection efforts of the National Science Foundation. Some of the conclusions of the report include the following: total research expenditures increased 8.1 percent over fiscal year 1989; among public academic institutions, Texas A&M University (including Texas A&M Services) reported the highest research expenditures; the federal government provided 50.1 percent of research expenditures and continues to be the largest source of research funds; and institutions of higher education reported that 75.5 percent of their research is basic (as opposed to applied) research. Research expenditures in some areas of special interest included the following: cancer, $113,970,604; energy, $62,063,064; biotechnology, $58,840,009; food, fiber, agricultural products, $38,703,175; environmental science and engineering, $31,761,086. Finally, the top 10 research institutions together accounted for more that 90.7 percent of all research expenditures in the state. Many tables and figures illustrate the data. Appendix A is a copy of the survey form. Appendix B lists the institutional contact persons who submitted the data for the report. (JB)

**ED 332 638**   HE 024 617
**Master Plan for Texas Higher Education 1990.**
Texas Higher Education Coordinating Board, Austin.
Pub Date—90
Note—43p.
Available from—Texas Higher Education Coordinating Board, Educational Data Center, P.O. Box 12788, Austin TX 78711-2788.
Pub Type— Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Access to Education, *Educational Administration, *Educational Quality, Faculty, *Financial Support, Grants, *Higher Education, Income, Leadership, Long Range Planning, Minority Groups, *Statewide Planning, Student Financial Aid
Identifiers—Diversity (Student), *Texas

This 5-year plan for Texas higher education, designed to present a "road-map" for all participants in Texas higher education to use in their fulfillment of the higher education mission as established by the Texas Charter for Public Higher Education, is organized around six principles established by the charter. Following an overview on Texas higher education, particularly as it compares to the 10 most populous states, a definition, discussion and list of goals are provided for each of the following principles: (1) quality (college preparation, college-level skills, undergraduate programs, faculty and their salaries, program assessment, changing technologies, and training and retraining workers); (2) access (minority issues, financial aid, and transfer policies); (3) diversity (role and mission, independent colleges and universities, diversity at individual institutions and student needs); (4) funding (formula funding, revenue appropriations, funding levels, incentive and initiative funding and tuition and financial aid, grants and contracts and future requirements); (5) management (essentials, tools, administrative demands, personnel, facilities, deferred maintenance, and new demands); (6) leadership (vision and cooperation needed from legislators, faculty, administration). Appendix A lists members of the Master Plan Advisory Committee. Appendix B is a 22-item bibliography. Attached also is a booklet titled "Board Action Plan 1991-92". (JB)

**ED 332 639**   HE 024 618
**Overview of Higher Education. Trends and Issues in Missouri.**
Missouri Coordinating Board for Higher Education, Jefferson City.
Pub Date—Jul 90
Note—107p.; For a related document, see HE 024 619. Faint type in many of the graphics.
Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Persistence, College Faculty, College Preparation, College Programs, *Degrees (Academic), Demography, Educational Facilities, Educational Finance, *Educational Trends, Enrollment, *Faculty, *Financial Support, *Higher Education, High Schools, Minority Groups, *School Demography, State Universities, Student Financial Aid, Teacher Certification, Trend Analysis, Tuition, Two Year Colleges, Womens Education
Identifiers—*Missouri

This overview of trends and issues in Missouri higher education displays information through a series of tables, charts and figures using data primarily from the Missouri Statistical Summary 1989-1990. Some charts compare current data with earlier (10- to 20-year-old) data. Topics covered include the following: student preparation; student characteristics; degrees conferred and program resources; faculty characteristics; and financial and physical plant characteristics. Specific charts or tables address: educational degree aspirations of high school graduates; American College Testing (ACT) scores by type of high school curriculum; high school class rank of entering freshmen; freshman-to-sophomore attrition; 6-year completions by degree type; headcount enrollment by institution type; percent change in full time equivalent enrollments; geographic origin of undergraduate students; college age population trends; blacks as percent of total headcount enrollment; trends in women's enrollment; full time enrollment by age; trends in degrees awarded; degrees by discipline areas; trends in baccalaureate degrees completed; trends in teacher certifications; trends in doctoral degrees; first professional, doctoral, and engineering programs; full time employees; gender and ethnicity of full time faculty; faculty distribution by age; general revenue expenditures; sources of revenue; spending compared with other Midwestern states; trends in tuition; and students served by financial aid. (JB)

**ED 332 640**                     **HE 024 619**
Statistical Summary of Missouri Higher Education 1989-1990 with FY 1989 Missouri Student Achievement Study Supplement.
Missouri Coordinating Board for Higher Education, Jefferson City.
Pub Date—Jul 90
Note—227p.; For a related document, see HE 024 618.
Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Freshmen, College Libraries, *College Preparation, College Programs, Degrees (Academic), *Educational Facilities, *Enrollment, *Faculty, *Financial Support, Full Time Faculty, *Higher Education, Minority Groups, School Demography, Sex, Student Financial Aid
Identifiers—*Missouri

The statistical summary for 1989-90 higher education in Missouri presents data in the form of 120 tables for 7 categories: (1) the Missouri Student Achievement Study (fiscal year 1989); (2) preparation; (3) enrolled freshmen; (4) access; (5) participation; (6) resources; and (7) completions. Sample tables provide the following information: mean college admissions test scores of high school graduates; educational degree aspirations and test scores of high school graduates; number and percent of freshmen enrolled by type of institution; number and percent distribution of freshmen by high school rank; tuition and required fees by type of institution; total financial aid awarded by type of institution; historical trends in need-based financial aid; the higher education academic scholarship program; headcount and full time equivalent (FTE) enrollment by type of institution and student level; enrollment by age for undergraduate and graduate students; enrollment by gender and ethnicity; number of full time employees by institution type; faculty and staff ratio to full time equivalent students; library resources and expenditures by type of institution; degrees conferred by level; degrees conferred by discipline areas; degrees conferred by gender and ethnicity. Appendices contain a directory of institutions, presidents, and campus coordinators of the survey, maps showing locations of Missouri colleges and universities, information on availability of National Center for Education Statistics data tapes, and footnotes. (JB)

**ED 332 641**                     **HE 024 620**
Missouri Higher Education and Economic Development: Stimulating and Abetting Insightful Action.
Missouri Coordinating Board for Higher Education, Jefferson City.
Pub Date—May 90
Note—64p.; One of a series of reports to the Missouri Coordinating Board for Higher Education.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, *Economic Development, Economics, Enrollment, *Faculty Development, *Financial Support, Global Approach, *Higher Education, Industry, Lifelong Learning, Mathematics Achievement, Research, Technology
Identifiers—*Missouri, Science Achievement

This report provides an analysis of Missouri's system of higher education within the context of the state's economic development. Section I provides an overview of the changed context of economic competition in terms of global economy, changes in technology, demands for a skilled work force capable of lifelong learning, and changing demographics. Section II demonstrates the necessity of a quality teacher corps for economic development in the course of an overview of the United States and selected nations' performance on some factors of education. Topics include student performance on measures of science and mathematics, postsecondary enrollment and graduation distributions in science and engineering, and a discussion of increasing enrollment in America's postsecondary science and engineering programs. Section III discusses the role of colleges and universities in economic development with reference to research and analysis, capacity building, provision of technical assistance, technology transfer, and new business development. Also described in this section are past, current and future studies and reports by the Coordinating Board. A comparative analysis of some factors of higher education related to economic development for Missouri and 10 of its competitor states is presented in Section IV. A total of 27 tables and figures illustrate the report's findings. (18 references) (JB)

**ED 332 642**                     **HE 024 621**
Davis, J. A.
Research Issues and Strategies in Regard to the Educational Treatment of the Black Athlete.
Pub Date—Oct 90
Note—10p.; Paper presented at the Conference of the Southern Association of Institutional Research and the Society for College and University Planning (Fort Lauderdale, FL, October 11, 1990).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletes, Black Achievement, *Black Students, *College Athletics, Higher Education, Research Design, *Research Needs
Identifiers—*Student Athletes

This paper addresses research issues and strategies with regard to studying the educational treatment of the black college athlete. The paper begins with an explanation of four intitial premises, after which problem areas are identified indicating that: for athletic students, admissions may be based primarily on athletic promise; in the high visibility sports, student athletes are frequently segregated from the rest of the campus community; responsibility for the academic progress of the student athlete is generally maintained by the athletic staff; pressures to retain academic eligibility for athletics may result in solutions not in the best academic interests of the student; the student athlete may feel that he has more to gain in life by succeeding in athletic competition than by succeeding in academic competition; and blacks are more likely to be admitted for athletic rather than academic promise to traditionally white institutions. The balance of the paper discusses necessary research strategies and research options at the institutional level such as follow-up after the student athlete leaves the institution, studies focusing on individual academic success experiences, etc. Research options at the cross-institutional level are also briefly reviewed. (JB)

**ED 332 643**                     **HE 024 622**
City Learning Laboratories: Urban State Colleges and Universities.
American Association of State Colleges and Univer-

sities, Washington, D.C.
Pub Date—Mar 91
Note—5p.
Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192.
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Standards, *Access to Education, *College School Cooperation, Elementary Secondary Education, Higher Education, Minority Groups, Policy Formation, Public Policy, *Public Service, School Community Relationship, *State Colleges, State Universities, Urban Areas, Urban Education, Urban Schools, *Urban Studies, *Urban Universities
Identifiers—*American Association of State Colleges and Univs

This policy statement, issued by the American Association of State Colleges and Universities in pamphlet form, and approved by the membership, addresses the importance of urban colleges and universities for urban populations, and in particular, for minorities. A first section, on educating urban students, stresses that while seeking academic rigor as a first priority, the urban institution must also seek diversity among its faculty and high levels of access for students. The importance of urban studies including urban life, public administration, social welfare, the arts, city planning, and other related disciplines for the development of public policy is next addressed, followed by a section on school-college collaboration that points out the unique relationship that urban institutions can establish with the public elementary, middle and high schools within their communities. As a consequence, many school-college collaborations can be implemented. Finally, as urban institutions are partners in the economic, cultural and social lives of the cities, the importance of their public-service function is stressed. (JB)

**ED 332 644**                     **HE 024 623**
Justice, Particia Ann Szymczak
The Role of the University Presidential Spouse as Perceived by Spouses and Chairs of Boards of Trustees at Association of American Universities Affiliated Institutions. Executive Summary.
Pub Date—91
Note—41p.; Summary of Ph.D. Dissertation, University of Illinois, Urbana-Champaign. Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 4, 1991).
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitudes, *College Presidents, Governing Boards, Higher Education, *Role Perception, *Spouses, Volunteers
Identifiers—Association of American Universities

The purpose of this study was to gather information on what the role of university presidential spouses should be as reported by spouses and chairs of boards of trustees at member institutions of the Association of American Universities (AAU). Data were gathered from a survey that was mailed to spouses and trustees during the summer of 1989. At that time, AAU's membership included 55 institution presidents with spouses of whom 85.5 percent returned the survey. Trustee response rate was 57.6 percent. Results revealed two major patterns of response: (1) according to both spouses and trustees, the role of the spouse should be discussed informally among the board, the spouse, and the presidential candidate during the presidential interview process, with the spouse actively participating in defining the role; (2) the response patterns support the concept that the spouse's involvement with the university should be either as a volunteer or as an employee. Response patterns of spouses from both private and public universities and the response patterns of trustees from public institutions tended to support both types of involvement, while the response patterns of trustees from private universities tended to categorize the role as that of a volunteer. The survey itself is appended. (Includes 7 references) (Author/JB)

**ED 332 645**                     **HE 024 624**
Kistler, Christina
[Community Service Program, Westmont College.]
Westmont Coll., Santa Barbara, Calif.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Nov 89
Contract—G008730542-88
Note—52p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Organizations, *Community Services, Compensation (Remuneration), Higher Education, Loan Repayment, Private Colleges, Program Effectiveness, Public Agencies, *School Community Relationship, *Student Employment, *Student Financial Aid, *Student Participation, *Work Study Programs
Identifiers—*Westmont College CA
   This report describes a 2-year project at Westmont College, California, which established a Community Service Program with the purposes of decreasing student debt and increasing student participation in community organizations. Eligible students worked 8-10 hours per week for a qualified community agency and received credit towards tuition for the following academic year or wages (if they qualified for work study). During the 2-year period, approximately 15 students chose to use the program to assist with debt reduction and approximately 55 students earned work study funds. Evaluation indicated that both the students and the agency representatives were very pleased with the program, which has been institutionalized by the college. Program materials (e.g., letters, forms, learning plan forms, student/agency agreement, a listing of community agencies, questionnaires) are attached. (DB)

**ED 332 646**                    **HE 024 626**
*Michael, Jacqueline R.*
A Handbook for Developing a Precollege Program and Involving College Students in a Community Service Project and a Report of the Precollegiate Enrichment Program, West Georgia College.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Sep 89
Contract—G008730550
Note—45p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academically Gifted, College Students, Compensation (Remuneration), *Disadvantaged Youth, *Enrichment Activities, Higher Education, Intermediate Grades, Interpersonal Relationship, *Mentors, Program Development, School Community Relationship, *Student Financial Aid, *Tutorial Programs
Identifiers—*West Georgia College
   This document includes a report describing the Precollegiate Enrichment Program at West Georgia College and a handbook developed by the program. The program was designed to meet both financial and volunteer needs of college students and to encourage children, ages 10-12, to continue their education past high school. Twenty academically talented college students needing financial assistance received stipends of $200 per quarter to be tutor/mentors to 20 disadvantaged children. The children were provided with tutorial enrichment sessions, monthly visits to the college, and field trips to cultural programs in the Atlanta area. External evaluation assessed the program as being very beneficial to the children, college students, and the community. The handbook developed by the program describes: (1) the program's purpose, assumptions, and objectives; (2) planning activities such as presenting ideas to key personnel, identifying and securing funding sources, and hiring and training staff; (3) guidelines for program activities, covering tutoring/enrichment sessions, campus socialization experiences, cultural awareness trips, the evaluation process, and tips from tutors. The handbook also includes an annotated bibliography of 13 items listed by both title and author. (DB)

**ED 332 647**                    **HE 024 627**
*Angus, John C.*
[Liberal Arts/Mathematics Based Alternative Core, Case Western Reserve University.]
Case Western Reserve Univ., Cleveland, Ohio.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Aug 89
Contract—G008730463
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bachelors Degrees, *Core Curriculum, Course Content, *Curriculum Development, Educational Innovation, Higher Education, Humanities, *Interdisciplinary Approach, *Liberal Arts, Majors (Students), *Mathematics Education, Science Education, Undergraduate Study
Identifiers—*Case Western Reserve University OH
   The report describes development of an alternative core curriculum of courses grounded equally in both mathematics/sciences and traditional humanities. The alternative core curriculum is based on the belief that mathematics, broadly defined, is the common language and basis for the contemporary revolutions in the physical sciences, social sciences, technology, and information sciences. The program serves students majoring in the following fields: anthropology, computer science, economics, history, philosophy, political science, psychology, and sociology. Currently an average of 33 undergraduates per semester elect the alternative courses. The program has involved development of specific core courses, development of courses in the major field programs based on the alternative core, and preliminary development of entirely new Bachelors programs based on the alternative core. Eight Bachelor of Arts degree programs based on the alternative core are now in place. Recommendations include adding two more Bachelors programs to maintain a critical mass of students and ensure the long term viability of the alternative curriculum. Separate brief reports by faculty participants in each of the new courses are included. (DB)

**ED 332 648**                    **HE 024 628**
*Freeman, Ruth*
[Take Five].
Rochester Univ., N.Y.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Oct 89
Contract—G008642159
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Innovation, *Elective Courses, Enrichment Activities, *General Education, Higher Education, Nontraditional Education, Program Implementation, *Program Length, Student Attitudes, Student Development, *Student Interests, *Tuition Grants
Identifiers—*Five Year College Programs, *University of Rochester NY
   The report describes a special program at the University of Rochester (New York) which annually offers up to 20 students a tuition-free fifth year of education. The program is intended to allow students to study subjects distant from the requirements of their concentrations. Students present their intellectual ambitions in an application process and are admitted during their second or third year of college, allowing them time to integrate the extra year of courses into their educational planning. Participants are pleased to have the additional time, and faculty endorse the option. The program is particularly attractive to students preparing for scientific and engineering professions where degree requirements leave little time for electives. In the program's 3-year history, 73 applications (out of 160) have been accepted. Thirty-two students have completed their programs and graduated; six have withdrawn; and 35 are still in the process. Male participants predominate. Proposed programs of study must further general educational and not vocational goals; they must be spread throughout the third, fourth, and fifth years; they must have a theme; they must include at least four courses above the introductory level; and they cannot include courses within the student's concentration. A brochure about the program answering common questions is included with the report. (DB)

**ED 332 649**                    **HE 024 629**
*Elton, Charles F.   Carey, Karen W.*
[Appalachian College Assessment Consortium Project.]
Kentucky Univ., Lexington.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Dec 89
Contract—G008642166
Note—131p.; Appendix A and portions of appendixes D and E contain marginally legible print.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Outcomes Assessment, *Consortia, Educational Assessment, *Evaluation

Methods, *General Education, Higher Education, *Institutional Research, *Interviews, Liberal Arts, Private Colleges, Program Development, Regional Programs, Self Evaluation (Groups), Small Colleges, Student Attitudes
Identifiers—*Appalachia
   The report describes the Appalachian College Assessment Project, which developed a consortium to assess cooperatively the outcomes of the general education programs of a group of private liberal arts colleges in central Appalachia. Evaluation methods included a freshman/senior essay, the Academic Profile, the Pace College Student Experiences Questionnaire, and senior interviews. The structured group interview process, developed in the consortium, has proven to be the most productive of the assessment methods. The senior interview involves one faculty member and several students for an intensive 2-hour conversation and has been highly rated by both students and faculty. Over the 3 project years, approximately 250 faculty and about 1260 students have participated in the interviews. Interviews were analyzed in relation to college goals, and each college was provided a written analysis of interview results. A series of conferences on assessment and general education provided faculty development as well as consortium direction. The consortium also provided a meaningful comparison group of similar institutions for individual colleges. The bulk of the document is made up of five appendixes which provide: the guidelines used in conducting the interviews; a sample transcript and analysis; guidelines for the freshman-senior essays; information on the Assessment Institute; and information on the assessment consortium conferences. (DB)

**ED 332 650**                    **HE 024 630**
*Lopez, Gloria Ann*
Improvement for Undergraduate Education in Texas: College-Level Competencies.
Texas Higher Education Coordinating Board, Austin.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Mar 90
Contract—G008730487-88
Note—22p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, College Bound Students, *College Freshmen, *College Preparation, College School Cooperation, Educational Improvement, Higher Education, High Schools, Mathematics Skills, *Minimum Competencies, Reading Skills, Thinking Skills, Writing Skills
Identifiers—*Texas
   The report describes a 2-year Texas project which identified academic competencies needed by first-year college students in the areas of reading, writing, mathematics, and critical thinking. Presentations at conferences and educational meetings brought the competencies and their implications to the attention of over 300 Texas educators. Additional project goals were: improved consistency of content in beginning college-level courses; development of guidelines for placing underprepared students into remedial and developmental classes; facilitation of credit transfer from 2-year to 4-year institutions; and increased awareness of needed academic competencies by high-school students, their parents, and counselors. (DB)

**ED 332 651**                    **HE 024 631**
*DiCaprio, Deborah Bell*
Community Service at Marist College: Expanding a Partnership.
Marist Coll., Poughkeepsie, N.Y.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—30 Nov 89
Contract—P116F80091
Note—28p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, Community Organizations, *Community Programs, Community Services, Higher Education, Public Agencies, *School Community Relationship, *Student Employment, *Student Financial Aid, *Student Participation, Tuition Grants, Volunteers
Identifiers—Loan Forgiveness, *Marist College NY
   The report describes a Marist College (New York) program which places students to work with a variety of local nonprofit community agencies. In return for their work in the community, program partici-

pants who demonstrate financial need receive up to $500 per semester in tuition credit (applied toward reduction of the students' education loan balances). Students spend up to 10 hours per week at placement sites. Each placement reflects a student's particular interest. The program has provided 57 students with placements in 18 different community organizations. Average amount of tuition credit received per year per student is $742. About two-thirds of participants elect to stay with the program the following term. Students and agency representatives have evaluated the program very positively. Attachments include: a listing of community placement sites; program data and projections; length of service statistics; and suggestions to the Fund for the Improvement of Postsecondary Education concerning conferences and similar community service programs. (DB)

**ED 332 652**                                   **HE 024 632**
*Kaiser, Marvin A.*
**Kansas State University Community Service Program.**
Kansas State Univ., Manhattan.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—Sep 89
Contract—G0087-30563
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, *Community Services, Higher Education, Loan Repayment, *Rural Areas, *School Community Relationship, State Universities, Student Development, Student Employment, *Student Financial Aid, *Student Participation, Teamwork, Volunteers
Identifiers—*Kansas State University, Loan Forgiveness
The report describes the Kansas State University Community Service Program, which reduces student indebtedness in return for involvement in community service activities. The program is administered and coordinated by students and has four major components: (1) Community Service Teams-interdisciplinary teams of four to five students who live and work in rural Kansas communities for 8 weeks each summer using their academic skills to complete projects developed by community leaders; (2) groups of students who assist rural communities with short-term, labor-intensive projects; (3) mini-grants which fund student-initiated service projects; and (4) a clearinghouse which identifies and coordinates student community service opportunities. The program has involved 883 students serving 55 communities and has provided a total of $172,808 in financial aid (in salaries, stipends, and scholarships) over a 2-year period. (DB)

**ED 332 653**                                   **HE 024 633**
*Shipps, Kenneth*
**Achieving Curricular Coherence through the Teaching of Classic Texts, September 1, 1986-August 31, 1988.**
Phillips Univ., Enid, Okla.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—Dec 88
Contract—G008642084
Note—166p.; Appendices E, F, I and J may not reproduce well.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Coherence, *College English, *Core Curriculum, Course Content, Curriculum Development, Faculty Development, *General Education, Higher Education, *Interdisciplinary Approach, Literature, Teaching Methods
Identifiers—*Classics (Literature), *Phillips University OK
The report describes a 2-year project at Phillips University (Oklahoma) which developed a core curriculum based on classic texts. The project was developed to address the following problems in higher education: the need for agreed-on content in core curricula; the need for interrelatedness of subject matter in the minds of students and faculty; and the need for effective teaching of core courses. Summer seminars of 25 faculty and master teachers resulted in adoption of a total of 12 classic texts for the required freshmen English course and other core courses. Emphasis was on each discipline discovering a use for the text in its own curriculum and inventing strategies for engaging students in the text's study. The program has been positively evalu-

ated by Phillips faculty and outside observers. Classic texts have been successfully introduced into at least 10 general education courses. The bulk of the document consists of 11 appendices which include: an outside evaluator's report; brochures of summer seminars; the English course syllabus; faculty observer reports; an article reporting an interview about the project; evaluation forms; an attitude survey; a comprehension multiple-choice test; a visitor evaluation form and examples; miscellaneous materials; and transcripts of evaluative statements by faculty. (DB)

# IR

**ED 332 654**                                   **IR 013 694**
*Whitehead, Don J.*
**Producing Distance Learning Materials: Cash and Other Constraints.**
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date—2 Oct 85
Note—8p.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, *Distance Education, Financial Needs, *Material Development, *Money Management, *Needs Assessment, Program Development, *Resource Allocation, *Staff Development
In order to develop a financial plan for and identify constraints on the production of distance learning materials, a total human resources development (HRD) plan must be produced, and endorsed by the highest level of management. The HRD plan sets out the human resources needed to secure the organization's future in terms of people and their skills, knowledge, and abilities. Central to the HRD plan is the development of a training needs analysis (TNA), i.e., an integrated training system in which the teaching methods and delivery media match the students and the content to provide the best possible training system for the investment made. An important permanent feature of the TNA is a Central Evaluation and Monitoring Unit (CEMU) which analyzes and monitors performance and constructs a realistic financial plan for the training function. Setting up a system of training with a built-in capacity to improve itself, based on both systemic evaluation and dialogue with trainees and managers, should make it possible to provide relevant and timely training whenever and wherever it is needed. (3 figures) (EW)

**ED 332 655**                                   **IR 013 739**
*Ducey, Richard V.*
**The Children's Video Marketplace.**
National Association of Broadcasters, Washington, D.C.
Pub Date—18 Feb 88
Note—25p.; A Special Report from the Research & Planning Department.
Available from—National Association of Broadcasters, 1771 N Street NW, Washington, DC 20036 (free).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, *Cable Television, *Childrens Television, *Commercial Television, *Economics, Income, Programing (Broadcast), Public Policy, Television Commercials, *Television Viewing, *Videotape Recordings
This report examines a growing submarket, the children's video marketplace, which comprises broadcast, cable, and video programming for children 2 to 11 years old. A description of the tremendous growth in the availability and distribution of children's programming is presented, the economics of the children's video marketplace are briefly explored, and some of the unique marketplace aspects of the children's video marketplace are examined. In conclusion, it is observed that while the children's video marketplace is rapidly growing and healthy overall, the broadcast television component of this marketplace has the most delicate economic balance because it draws its revenues only from advertising, while the other two segments can maintain more diverse revenue streams. The text is supplemented by 3 tables and 49 footnotes. (EW)

**ED 332 656**                                   **IR 013 750**
*Turoff, Murray  Hiltz, Starr, Roxanne*

**Remote Learning: Technologies & Opportunities.**
Pub Date—May 86
Note—12p.; Paper presented at the World Conference on Continuing Engineering Education (Lake Buena Vista, FL, May 7-9, 1986).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Distance Education, Higher Education, *Student Attitudes, Surveys, *Teacher Student Relationship, *Teleconferencing, *Telecourses
Identifiers—*Electronic Information Exchange System
This discussion of the potential for computerized conferencing as the first cost effective technology for the delivery of a classroom environment in a remote learning situation begins by comparing remote learning modes and reviewing various educational experiments that have used the Electronic Information Exchange System (EIES) during the preceding five years. Arguing that this emerging technology can support the concept of a "virtual classroom" at a cost affordable by the average student, the paper then describes two upper division courses on the management of computer and information systems that have been offered through EIES by the New Jersey Institute of Technology. Responses to a survey of student attitudes toward the course and the means of delivery are also reported. The major findings indicated that: (1) students generally felt comfortable communicating in this medium, although some had reservations about taking an entire course through this medium, and some reported difficulties associated with having only limited typing skills; (2) most of the students who felt they did not learn much through the use of this technology were students with low course grades who perhaps did not have the requisite motivation or talent; and (3) student-teacher interaction using computer conferencing generated more work and time involvement for each instructor on a per student basis. It is noted that this paper is not meant to be a balanced presentation of the pros and cons of this technology, but rather an advocacy of further experimentation with its use in distance education, including the development of a graphical interface. (2 figures and 12 references) (EW)

**ED 332 657**                                   **IR 013 768**
*Pickens, Diana*
**Factors in a Balanced Project.**
Courseware, Inc., San Diego, Calif.
Pub Date—[88]
Note—45p.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Course Content, Course Objectives, Course Organization, *Courseware, Decision Making, *Design Requirements, *Instructional Design, *Media Selection
Identifiers—*Work Flow
Instructional projects are balanced when the pieces come together at one time with the concurrent approval of all interested parties. The physical analogy of a tripod can serve to illustrate the interaction among three dimensions of all projects: content, or what the course will contain; form, or what the course will look like; and process, or how the course will be built. Content starts with a broad statement of training goals, and instructional objectives and course design narrow the focus of what will be presented to the students. Subsequent steps include the selection of examples, detailed course outlines, first drafts, content review, and editing. Form starts with a description of media alternatives available to the project. The media capabilities influence the instructional objectives. Decisions on screen design, page layout, writing standards, and editorial content affect development. Process starts with the assignment of responsibility to individuals with the skills and authority to manage the project. Workflow is influenced by content and form requirements. Tracking systems, templates, shells, and change control ensure the balanced interaction among all three dimensions. Each leg of the tripod represents one of the dimensions that must be balanced with the others in a successful project. The slope of each leg illustrates the rate of decisionmaking for each factor, and depends upon the number of decisionmakers, the frequency of work sessions, and the individual and collective experience in working with the selected media. A project is balanced when all decisions interact smoothly. This document consists of: (1) a description of the ele-

ments of a balanced project model; and (2) a number of charts and diagrams suitable for overhead transparencies that illustrate the value of the model in planning and managing successful projects. (Author/EW)

**ED 332 658**                                IR 013 769
Pickens, Diana  Lorenz, Paul
**Failure-Oriented Training.**
Courseware, Inc., San Diego, Calif.
Pub Date—[88]
Note—24p.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Courseware, *Failure, *Instructional Development, *Learning Strategies, Models, *Performance Factors, Training, Tutoring
Identifiers—*Failure Oriented Training
This document consists of a number of figures and diagrams suitable for overhead transparencies that illustrate and elaborate on the prnciples of failure-oriented training (a model for improving the effectiveness of instructional analysis). By adding a few simple steps to analysis, the resulting training will be closer to the idealized tutor: ever-present, all-knowing, and infinitely patient. Each user has different sets of training needs, centered around a perceived potential for failure. The illustrative material in this document presents the characteristics of the learner, the training environment, and technical implementation for the three orientations: training before failure, training during failure, and training after failure. Training before failure is effective when it is fully prescribed, consists of incremental steps, and is conducted in a protected environment. Examples include most self-paced training whether workbook, computer-based training, or interactive video display. Training during failure is characterized by on-demand implementation, student-controlled delivery, and a non-protected environment. Discovery learning (playing), embedded training, online help systems, job aids, and reference manuals are examples. Training after failure depends on behavioral diagnostics, coaching, and learning from one's mistakes. Examples include access to experts (hot-lines and support desks), troubleshooting and diagnostic tools, and problem-solving strategies. The document presents case study examples of training programs, including the new online education for the IBM AS/400 system to illustrate failure-oriented training. (EW)

**ED 332 659**                                IR 013 855
Showalter, Robert G.  Showalter, Marietta B.
**Instructional Teleconferencing Models for Enhancing the Quality of Education.**
Purdue Univ., Lafayétte, Ind. Dept. of Audiology and Speech Sciences.
Pub Date—[17 Oct 88]
Note—51p.; Best copy available; photographs may not reproduce clearly.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Communication Disorders, *Distance Education, Elementary Secondary Education, Hearing Impairments, Higher Education, Models, Professional Continuing Education, Speech Handicaps, *Telecommunications, *Teleconferencing
This compilation of models for the utilization of instructional teleconferencing begins with narrative information from the final report of the Inter-Institutional Instructional Teleconferencing for Indiana School Personnel Serving Handicapped Children Project, a collaborative venture undertaken by Purdue University and the Lafayette School Corporation to explore the application of the speaker telephone in continuing education. Descriptions of a speaker telephone-delivered graduate course and three 90-minute non-credit topical seminars on topics related to communication disabilities are included. Attached materials provide examples of instructional teleconferencing use in elementary and secondary education in the Lafayette School Corporation. These materials include newspaper articles on exemplary applications of the medium, a copy of an application for grant renewal, copies of two issues of the Educational Teleconferencing Newsletter, log sheets of speaker telephone activities, a checklist of procedures for using instructional teleconferencing, and a schedule of 1988 teleconferences for children in grades 1-5 with authors, illustrators, and others. (GL)

**ED 332 660**                                IR 014 131
O'Malley, Claire E.
**Helping Users Help Themselves.**
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date—86
Note—23p.; In: Norman, D. A. and Draper, S. W., Eds. User Centered Systems Design. Hillsdale, New Jersey, L. Erlbaum Associates, 1986. p.377-398. Figures contain very small type.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer System Design, *Design Requirements, Foreign Countries, Guides, Individualized Instruction, *Information Seeking, *Menu Driven Software, *Questioning Techniques, *User Needs (Information)
Identifiers—England
This discussion of the design of user-initiated help systems in computers focuses on the information that users actively seek to help them with their tasks, with emphasis on how to help users ask the questions that will bridge the gap between the initial internal (mental) form of the query and their information need as expressed by the system. Ways to help users ask questions are suggested, and examples are provided of information structuring on the Ceefax teletext system and the UNIX and Rabbit computer systems. The process of formulating a question is discussed, including the different types of questions that can crop up when going from an initial vague question to the final answer. It is argued that, although several different methods of getting help should be made available to the user, it is important that all of these systems form a well-integrated whole that enables the user to go from each subsystem to the next in a smooth and uninterrupted fashion. The need for dynamic structures that will enable users to structure or restructure the information to suit their own purposes is then discussed and "hypertext" is suggested as one method of providing such a structure. It is concluded that current systems tend to handle internally generated questions with natural language or database-query kinds of questions, and externally generated questions with "direct manipulation" interfaces. Designers are urged to consider both types of information gathering mechanisms more systematically for both kinds of questions. Seven figures, and eight footnotes are included. (EW)

**ED 332 661**                                IR 014 860
Barker, Bruce O.
**Distance Learning Case Studies.**
Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date—Nov 89
Note—404p.; Completed for the Office of Technology Assessment (OTA) in conjunction with OTA's report "Linking for Learning: A New Course for Education" (ED 310 765).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Case Studies, *Communications Satellites, *Computer Networks, *Distance Education, *Educational Television, Elementary Secondary Education, Government Role, *Interactive Video, *Mass Media Use, Microcomputers, Program Implementation, Staff Development, Telecourses
Identifiers—Audiographics, Interactive Television
The Office of Technology Assessment authorized a series of case studies in 1989 to investigate how technologies, services, and programs are implemented in distance education projects. The studies were also intended to look at the role of local, state, and federal agencies, and other public and private entities in providing educational services to students, and training and staff development for teachers. Following an introductory essay, this compilation presents reports on seven case studies: (1) the InterAct Instructional Television Network–Using ITFS (Instructional Television Fixed Service) Technology for Distance Learning in the Houston (Texas) Metropolitan Area; (2) the Delaware-Chenango BOCES (Board of Cooperative Educational Services)–An Audiographics Network of Small School Districts in Upper New York State; (3) the Panhandle Share-Ed Video Network in Beaver County, Oklahoma–A Locally Owned Digital Fiber Optics School/Business Partnership; (4) the Northeastern Utah Telelearning Project–A "Mixed Bag" of Distance Learning Technologies That Have Been Merged Together; (5) Region 8–Western Re-

gion Education Center–A Regional Application of the TI-IN Satellite Network in Western North Carolina; (6) Satellite Telecommunications Educational Programming (STEP)–A Multi-State Cooperative of School Districts Receiving Satellite Delivered Television Instruction (Washington, Oregon, Idaho, Montana, California, Alaska, Kansas, and Missouri); and (7) the Pennsylvania Teleteaching Project with a Focus on Dansville School District's Participation in the Project with St. Joseph's Catholic School and the North Central Secure Treatment Unit in Dansville, Pennsylvania. Each case study contains background information, references, and appendixes. A summary and discussion of the advantages and weaknesses of the various technologies used conclude the report. (DB)

**ED 332 662**                                IR 014 883
Rezabek, Landra L.  And Others
**Using a Computer-Based Audiographic Telecommunication System for Distance Learning.**
Pub Date—Nov 89
Note—7p.; In: Creativity through Analogy. Proceedings of the International Conference of the Association for the Development of Computer-based Instructional Systems (31st, Washington, DC, November 13-16, 1989). p357-362.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Computer Assisted Instruction, Computer Graphics, *Delivery Systems, *Distance Education, Higher Education, *Instructional Design, Microcomputers, Multimedia Instruction, Telecommunications, *Teleconferencing, Visual Literacy
By combining the use of an existing teleconferencing network with new computer-based video technologies, the University of Wyoming has enhanced its ability to provide distance educational opportunities for students at remote sites across the state. The new computer-based audiographic system was tested during the fall semester of 1988 during the delivery of a course in visual literacy. In addition to the computer-based telecommunication system, instructional support for the delivery of the course included print materials, 16mm film, slides, and videotapes, which were mailed to the two sites where classes were held. Course development concerns included: (1) maintaining consistency between on- and off-campus sections of the course; (2) humanizing the delivery system; and (3) dealing with unique instructional design and delivery demands which emerged from the use of the technologies. Some of the suggestions for the design and development of similar courses using computer-assisted instruction and audiographic telecommunication systems include acknowledging the capabilities and limitations of the delivery system; reducing technophobia; and cautioning the students and teacher of the time, flexibility, and energy demands of the delivery system. (Author/DB)

**ED 332 663**                                IR 014 911
**What Curriculum for the 21st Century?**
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 90
Contract—400-86-0008
Note—6p.
Journal Cit—New Things Considered; n6 Aug 1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Curriculum Development, *Educational Change, Elementary Secondary Education, Instructional Development, Microcomputers, Staff Development, Technological Advancement
"New Things Considered" reports on emerging trends and issues in education to policymakers and participants in SEDL-SCAN, an emerging issues tracking system being pilot tested by the Southwest Educational Development Laboratory's Policy Information Service and the State of New Mexico. This issue presents brief summaries of the thinking of SEDL-SCAN analysts on topics related to the impact of the expansion of technology on today's courses and instructional systems. One concern expressed is that little tends to be abandoned in the curriculum, and that usually new topics are simply added on; the analysts feel that it is time instead to change the way some subjects are taught. Implications of technological advancement on the curriculum are briefly discussed, and the launching of the

Las Cruces (New Mexico) Public Schools Environmental Scanning Project is announced. Additional trends and/or events that are noted focus on the implications of changes in the way educators think about learning for the construction of schools, libraries, museums, and public parks; a project to initiate the development of national teaching standards: more international challenges for U.S. schools from proposed new standards for European school systems; the ability of computer users to enter computer-generated worlds called virtual reality; and the current slowing of world population growth. (DB)

**ED 332 664**          IR 014 912
Channel One: Are Schools Trading Captive Student Audiences for Free Equipment?
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 90
Contract—400-86-0008
Note—6p.
Journal Cit—New Things Considered; n5 Jul 1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, *Current Events, *Educational Television, *Electronic Equipment, Elementary Secondary Education, *Programing (Broadcast), *School Business Relationship, School Districts, State Boards of Education, *Television Commercials
"New Things Considered" reports on emerging trends and issues in education to policymakers and participants in SEDL-SCAN, an emerging issues tracking system being pilot tested by the Southwest Educational Development Laboratory's Policy Information Service and the State of New Mexico. This issue begins with a report on the reactions of educators to Channel One, a daily educational news and current events program which includes 2 minutes of advertising in each 12-minute program. Schools which sign a 3-year contract to have their students watch the program receive in return free satellite and television equipment. The current controversy arises from the inclusion of advertising, even though the commercials are restricted to acceptable products. Many national educational groups have condemned the programs, and they have been banned by several state boards of education. SEDL-SCAN analysts agree that students need to develop an interest in news and current events, but they warn that the lure of "free gifts" may result in the exploitation of school children. This report concludes with the observations that the commercials could be used in teaching students to analyze advertising and that alternative news programs without commercials are being endorsed by a number of groups. This issue also includes a brief report on the Las Cruces Public Schools Environmental Scanning System and summaries of noteworthy trends, events, and technological developments related to education. (DB)

**ED 332 665**          IR 014 959
Computer Applications Planning: Program Assessment Profile. A Tool for Analyzing School and District Programs and Activities.
Merrimack Education Center, Chelmsford, Mass.
Pub Date—[Jul 87]
Note—21p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, *Computer Assisted Instruction, *Computer Literacy, Computer Software, Curriculum Evaluation, *Educational Planning, Elementary Secondary Education, Instructional Materials, Microcomputers, Program Budgeting, *Program Evaluation, Program Improvement, School Districts, *Staff Development
Designed to rate the degree of implementation and quality of all the major components of a computer applications program, this checklist may be used by school district staff to support a self-assessment process, or by an external consultant, to identify elements of the program that need improvement or further development. The following components are included: (1) curriculum, i.e., the existence of a written curriculum for teaching computer literacy and definitions of the elements of the computer curriculum; (2) staff development, job training and computer training; (3) hardware/software and related instructional materials; (4) staffing and organization, scheduling computer assisted instruction,

and other educational planning issues; (5) implementation of the program; and (6) program planning and budgeting. It is noted that a mean score for each component on both the implementation and quality scales should be computed. (DB)

**ED 332 666**          IR 014 974
McWhinnie, Harold J.
Use of IBM Infowindows Workstation for Aesthetic Preference Studies Two.
Pub Date—91
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art History, Authoring Aids (Programing), *Computer Assisted Instruction, Computer Software, Data Collection, Higher Education, *Interactive Video, *Man Machine Systems, *Microcomputers, Pretests Posttests
Identifiers—IBM InfoWindow, Van Gogh (Vincent)
This paper presents some research which makes use of the computer with a video disk player to do aesthetic analyses of the work of Vincent Van Gogh which can be used in art history slide lectures. It begins with discussions of a video disk system with IBM (International Business Machines) Infowindows and of several software systems. The paper presents only several possible uses of the computer with interactive videodisks for aesthetic analyses and creative efforts. It also presents the results of a pilot study undertaken in the 1990 semester to collect data relative to students' aesthetic preferences with a videodisk of the work of Vincent Van Gogh. It discusses how IBM's Handy software and authoring language might be employed to collect data and present interactive experimental treatments of research in empirical aesthetics. (9 references) (Author/DB)

**ED 332 667**          IR 014 975
Bishop, Clifford M.
International Terrorism: A Guide to United States Government Documents.
Pub Date—91
Note—83p.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, Depository Libraries, Disclosure, Federal Government, Global Approach, *Government Publications, Information Retrieval, *Information Sources, Terrorism
This guide is intended as an introduction to published government information on the issue of terrorism. The selections are meant to indicate the range of the abundance of materials available and the variety of government agencies concerned with the topic. Devoted to the general topic of government information, the initial sections of the guide suggest the scope of such information, the variety of its producers, and some of the pitfalls and obstacles associated with its retrieval. Indexing and abstracting services are discussed in some detail and ordering information is provided. A review of the literature on terrorism sets out some of the fundamental aspects of the issue. An annotated bibliography, which makes up more than half of the guide, lists 47 items under the following headings: (1) Background Readings on Terrorism; (2) Congressional Sources; (3) Publications by Other Agencies; (4) Periodicals; (5) Selected National Technical Information Service (NTIS) Reports; (6) Agencies as Resources; (7) Selected Laws; and (8) Selected Treaties and Treaty Documents. (DB)

**ED 332 668**          IR 014 976
Kennedy, Mary F., Ed.   And Others
Catch the Wave: The Future Is Now. Proceedings of the National Conference of the Association for Media and Technology in Education in Canada (St. John's, Newfoundland, Canada, June 9-12, 1990).
Association for Media and Technology in Education in Canada, London (Ontario).
Pub Date—Jun 90
Note—267p.; For individual papers from this conference, see ED 321 751 and ED 323 992.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Software, Cooperation, Distance Education, *Educational Technology, Elementary Secondary Education, Foreign Countries, Instructional Materials, *Interactive Video, *Microcom-

puters, *Multimedia Instruction, Research Methodology
Identifiers—Canada
The 22 papers in this proceedings were presented at the 1990 Association for Media and Technology in Education in Canada (AMTEC) conference: (1-3) "Selected Quotations" (R. Heinich, D. Beckwith, P. D. Mitchell); (4) "Responses to P. David Mitchell"; (5) "Build It and They Will Come–Creating the 3rd Wave: The Field of Dreams" (D. Beckwith); (6) "Will There Be a 3rd Educational Technology?" (P. D. Mitchell); (7) "The Future of Educational Technology Has Arrived" (D. Kelly); (8) "The Death (?) of Educational Technology" (J. Godfreyson); (9) "Out of the Mouths of Babes: An Exploration of M.A. Students' Conception of Educational Technology" (R. M. Bernard, K. Lundgren-Cayrol); (10) "Distance Education in Saskatchewan: SCN Style–Equal Access Model" (F. B. Brown); (11) "Two Research Paradigms for Use with Videodisc-Based Stimulus Material in Research on Interactivity and Media Effectiveness" (C. R. Dills, B. Grabowski); (12) "Software Programs That Promote Multimedia Approaches in the Classroom" (B. Elliott); (13) "Video–A Resource for the 90s: Suggestions for Delivery and Integration" (J. Godfreyson); (14) "Postmodern Educational Technology" (D. Hlynka); (15) "The Dynamics of Collaboration" (W. LaDouceur, H. Geissinger); (16) "The Limitations of the Structured Interview as a Data-gathering Technique with Non-elite Subjects" (M. Kennedy, G. Gallant); (17) "Interactive Instruction: An Exploration of Some Crucial Attributes" (J. LaFollette); (18) "Creative Participation in Education and Development–The Wave To Catch" (P. MacLeod, A. MacLeod); (19) "Adaptation and Collaboration: A New Future for Educational Technology" (D. A. Mappin, S. I. Jamieson); (20) "Computer Based Learning Materials as a Means to Improving Student Achievement through Distance Learning" (G. A. B. Moore, K. Sophasan); (21) "Microcomputers in Saskatchewan Schools: 1984-1994" (L. F. Proctor); and (22) "Analytical Tools and Research Issues for Interactive Media" (R. A. Schwier, E. R. Misanchuk). (SD)

**ED 332 669**          IR 014 977
Siegel, Ellen
Wacky Words for Traveling Tales: Logo Applications in Language Arts.
International Society for Technology in Education, Eugene, OR.
Report No.—ISBN-0-924667-81-8
Pub Date—91
Note—143p.
Available from—International Society for Technology in Education, 1787 Agate Street, Eugene, OR 97403-1923.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computer Software, Dictionaries, Educational Environment, Elementary Education, Fairy Tales, Instructional Materials, *Language Arts, Microcomputers, Poetry, *Programing Languages, Vocabulary Development
Identifiers—*Logo Programing Language
This manual presents a collection of activities for grades three through seven which are designed to provide both teachers and students with all the instructional materials needed to make the Logo programming language an integral part of the educational environment. Each unit contains lesson plans, overheads, instruction sheets, and student work sheets. Some of the activities are off-computer while others require the use of the computer. A companion data disk–which is not included with this document–provides a series of Logo "tools" that can be used by students who have no prior knowledge of programming and only a beginning knowledge of Logo. The first of three units, Vocabulary/Dictionary Study, focuses on learning about words including word meanings, word parts, and dictionaries. The second unit, Dynamic Poetry, focuses on the images words convey and the meanings of phrases. The third unit, Dynamic Fairy Tales, provides students with the opportunity to create adventure stories. It is noted that this manual is not meant to teach programming; rather it is designed to help teachers use microcomputers as tools in the classroom. (19 references) (DB)

**ED 332 670**          IR 014 978
A Template for Preparing A Technology Applica-

tions Plan.
Merrimack Education Center, Chelmsford, Mass.
Pub Date—Jan 86
Note—22p.; For a related program assessment checklist, see IR 014 959.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, *Computer Assisted Instruction, Computer Literacy, Computer Software, Curriculum Development, *Educational Planning, Elementary Secondary Education, Guidelines, Microcomputers, Program Budgeting, Program Implementation, *School Districts, Staff Development

This annotated model outline provides guidelines for writing a plan for using computers and related learning technologies in schools. It is consistent with the components of the Merrimack Education Center's technology applications planning process, and can be modified to accommodate additional components and special school district requirements. The planning process includes several basic tasks including forming committees, assessing needs and capabilities, and formulating program goals and objectives. It is suggested that the following areas be included in a school district's technology plan: (1) the school district, current status and objectives; (2) curriculum development; (3) computer hardware, software, and technical support; (4) staff development; (5) program organization and implementation; (6) program budget; and (7) other considerations. A complete checklist of planning process steps and a sample table of contents from a typical plan are appended. (4 references) (DB)

**ED 332 671** IR 014 981
*Parker, Donn B.*
Computer Crime: Criminal Justice Resource Manual (Second Edition).
SRI International, Menlo Park, Calif.
Spons Agency—Abt Associates, Inc., Cambridge, Mass.; Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date—Aug 89
Contract—OJP-86-C-002
Note—223p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Crime, *Debugging (Computers), *Federal Legislation, Information Systems, Law Enforcement, Microcomputers, White Collar Occupations
Identifiers—*Computer Crimes

This advanced training and reference manual is designed to aid investigators and prosecutors in dealing with white collar computer crime. The first five sections follow the typical order of events for prosecutors handling a criminal case: classifying the crime, computer abuse methods and detection, experts and suspects using information systems, the computer crime environment, and computer crime prosecution. Each section contains a description of that section, how the information may be used, and its relevance. The sixth section, computer crime law, was written by an attorney and provides legal citations. It is suggested that readers begin by studying the overview of technology in the seventh section, and by reviewing the glossary of terms. Appendices A and B include representative federal legislation and citations of computer crime statutes. Appendices C through H supply information on cases in the news, data processing occupations, audit tools and techniques, computer intrusion recovery guidelines (debugging), advance preparations, and time-sharing usage examples. Appendix I contains sources of further information and contacts. An index by subject is also provided. (DB)

**ED 332 672** IR 014 988
Images in Action. Learning Tomorrow: Linking Technology and Restructuring.
National Foundation for the Improvement of Education, Washington, D.C.
Pub Date—[91]
Note—40p.; For the report on Phase I, see ED 319 383.
Available from—National Foundation for the Improvement of Education Publications, PO Box 509, West Haven, CT 06519 ($4.00).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Environment, *Educational Practices, *Educational Technology, Educational Trends, Elementary Secondary Education, *Instructional Innovation, Multimedia Instruction, School Restructuring
Identifiers—*Learning Tomorrow Project

Focusing on the use of advanced technologies in classrooms to reshape the educational environment in which students learn, this report on Phase II of the Learning Tomorrow program contains brief descriptions of the most promising educational practices submitted by teachers in response to two nation-wide calls for Innovation in Practice. The report begins with background image and two discussions: "Starting Points" and "Technology: A Catalyst for Restructuring." An outline of 12 common themes or elements of alternative organization of education identified in Phase I ('Images of Potential") introduce descriptions of the 17 promising practices featured in this report: (1) Connections: the Cross-District Classroom; (2) Informed Students Make a Difference; (3) Channel Seven Kids News; (4) World 2000; (5) Learning in a Tech Room; (6) Agriscience with a Laptop; (7) MATEC for Success: Reaching At-Risk Students; (8) High Tech Art; (9) A New Language, a Proud Cultural Heritage; (10) Home and Hospital Learning Environments; (11) Cooperative Learning at West Anchorage High; (12) Kids Together: Writing across Grade Levels; (13) An Educational Role for Computer Games; (14) The Science Project Hotline; (15) Fairy tales from the Heart; (16) Forecasting the Future; and (17) The Future of History. Each description includes the school in which the practice took place, the grade level, the students involved, subject, technology required, and contact persons. Brief discussions of the educational trends and issues suggested by these practices conclude the report. (DB)

**ED 332 673** IR 014 989
Computer-Assisted Instruction: A Review of the Literature.
Hillsborough County Schools, Tampa, FL. Dept. of Testing and Evaluation.
Spons Agency—Florida Educational Research and Development Council, Inc., Sanibel.
Pub Date—88
Note—43p.
Available from—Florida Educational Research and Development Council, P.O. Box 506, Sanibel, FL 33957 ($3.00 each, or $10.00 annual subscription).
Journal Cit—Florida Educational Research Council Research Bulletin; v21 n2 Fall 1988
Pub Type— Information Analyses (070) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computer Literacy, Computer Software Evaluation, Delivery Systems, Educational Strategies, Elementary Secondary Education, *Media Research, Meta Analysis, Microcomputers, *Program Evaluation

This review of the literature on computer-assisted instruction (CAI) addresses the following topics: background and scope of CAI; current research on software and learner variables; current research on microcomputers and other delivery systems; meta analyses of the effectiveness of CAI; and methods for evaluating CAI programs. It is concluded that although CAI is generally believed to have positive effects in learning, particularly in the area of computer literacy, current research fails to explain the educational strategies that cause these positive effects to occur. Additionally, computer software evaluation methods and program evaluation methods need to be developed in order to improve the use of educational technology in the classroom. (41 references) (DB)

**ED 332 674** IR 014 991
*Winchip, Susan*
Computer Applications in the Design Process.
Pub Date—Nov 90
Note—17p.; Paper presented at the International Conference of the Association for the Development of Computer-Based Instructional Systems (San Diego, CA, October 28-November 1, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Design, Computer Graphics, Computer Networks, Formative Evaluation, Higher Education, *Home Economics, *Interior Design, Microcomputers, Models,

Planning, School Business Relationship, Technological Advancement, Word Processing
Computer Assisted Design (CAD) and Computer Assisted Manufacturing (CAM) are emerging technologies now being used in home economics and interior design applications. A microcomputer in a computer network system is capable of executing computer graphic functions such as three-dimensional modeling, as well as utilizing office automation packages to perform nongraphic functions such as cost analysis and word processing. The design process can be divided into four stages: evaluation of the site, personnel, economics, and intentions of the client; planning; graphic and nongraphic representation of the problem; and facilities management. Interior designers can advance the use of CAD technology by using the technology themselves, conducting research on the use of the technology, and developing a relationship between higher education and industry. Home economists are a valuable resource in the development of computerized systems and continuing education for their users. (13 references) (DB)

**ED 332 675** IR 014 992
*Fjeldstad, Lucie J.*
Time To Teach a New World: Education and Technology in the 21st Century.
Pub Date—Oct 90
Note—12p.; Remarks given at a Conference of the League for Innovation in the Community College (Dallas, TX, October 21-24, 1990).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Continuing Education, *Courseware, Cultural Differences, Information Management, *Literacy Education, *Microcomputers, *School Business Relationship, Technological Advancement, Two Year Colleges
Identifiers—*IBM Corporation

IBM (International Business Machines Corporation) is committed to education excellence in the United States, particularly in American community, technical, and junior colleges. Community colleges have always had relationships beyond the campus with business and industry, high schools, and other institutions of learning. Today's business and education communities face a number of potentially problematic factors, including cultural differences among the student and workforce populations, a decrease in literacy, drugs, and the exponential increase in daily information that needs to be managed efficiently. Microcomputers and other technological advancements combined with computer software programs, e.g., the Writing to Read program and Principle of the Alphabet Learning System (PALS), are now being used to teach literacy skills. Additionally, IBM works with colleges to develop and implement computer-integrated manufacturing and training programs. Continuing education and the fostering of a vital relationship between schools and businesses will result not only in educational excellence, but also in the training of a capable workforce. (DB)

**ED 332 676** IR 014 993
*Hodgen, Doris*
A Distance Education Approach to Continuing Legal Education in South Dakota Using Public Television Overnight Service.
Pub Date—May 90
Note—13p.; Paper presented at the National Conference on the Adult Learner (5th, Columbia, SC, May 28-30, 1990).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Distance Education, *Educational Television, *Legal Education (Professions), Postsecondary Education, *Professional Continuing Education, Public Television, Rural Areas, *State Programs, Videotape Recordings
Identifiers—*South Dakota

The South Dakota Public Television Overnight Service was created to utilize the late night and early morning hours for the distribution of instructional, informational, cultural, and educational television programming throughout the state, including continuing legal education. Intended to provide a means for members of the legal profession in South Dakota to complete specified amounts of continuing education, the Continuing Legal Education (CLE) program demonstrates the application of distance education methods in a rural setting as it of-

fers self-instructional programs on videotape recordings. The overnight service has a number of benefits for bar members participating in particular programs, the CLE Committee of the State Bar of South Dakota, and the South Dakota Public Television Overnight Service. These benefits include low cost of delivery and use, convenience and frequency of use, and increased awareness of public television broadcasting services. (DB)

**ED 332 677**                      IR 014 994
*Baker, Eva L.  Butler, Frances A.*
**Artificial Intelligence Measurement System, Overview and Lessons Learned. Final Project Report.**
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Pub Date—Feb 91
Contract—N00014-86-K-0395
Note—31p.
Pub Type— Information Analyses (070) — Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Artificial Intelligence, *Cognitive Processes, *Comparative Testing, Evaluation Methods, Expert Systems, Language Processing, *Performance, Visual Perception
This report summarizes the work conducted for the Artificial Intelligence Measurement System (AIMS) Project which was undertaken as an exploration of methodology to consider how the effects of artificial intelligence systems could be compared to human performance. The research covered four areas of inquiry: (1) natural language processing and understanding; (2) expert systems; (3) machine vision and visual perception; and (4) technology assessment and evaluation. The four areas are discussed in turn with information provided regarding the goals of individual research efforts within each area. Comparative tests between human and computer performances are noted. A list of 31 project reports and 12 technical reports is included in the document. Names of project staff and consultants and a distribution list are appended. (DB)

**ED 332 678**                      IR 014 995
*Morris, Betty*
**Exploring the Airways for Adult Education. Section 310, Final Report.**
Fort Smith Adult Education Center, AR.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy.
Pub Date—Jun 88
Note—13p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adult Education, *Communications Satellites, *Delivery Systems, Distance Education, *Electronic Equipment, Guidelines, Information Systems, Postsecondary Education, Systems Development
Intended to enable an individual to converse with satellite antenna dealers and to select a dealer and acquire an antenna to suit his/her needs at the lowest cost, this edited version of a final project report provides detailed guidelines for purchasing of communications satellites distance education delivery systems and specific technical satellite equipment. A list of 21 additional satellite adult education programs is included as well as a glossary of more than 60 important terms used to describe basic satellite technology. (DB)

**ED 332 679**                      IR 014 996
*Daniel, John S.*
**Distance Education and Developing Countries.**
Pub Date—Nov 90
Note—12p.; Section Keynote Address. In: Croft, Marian, Ed.; And Others. Distance Education: Development and Access. Proceedings of the 15th World Congress of the International Council for Distance Education (15th, Caracas, Venezuela, November 4-10, 1990).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Developing Nations, *Distance Education, *Educational Development, Elementary Secondary Education, Foreign Countries, Models, Open Enrollment, Open Universities, Organizational Development, Postsecondary Education, Program Development, Secondary Education

Identifiers—Commonwealth of Learning
The purpose of this paper is to give those who work in distance education a better awareness of the factors at work in developing nations and to help those whose profession is national development gain a fuller understanding of distance education. It begins with a discussion of the process of national development which focuses on the factors that are involved in such development and the role that education plays in development. A World Bank study of educational effectiveness in Africa is reviewed, highlighting areas where distance education promotes development and where it is counterproductive. Canadian policies are described as they contribute to the development of human resources, programs, and distance education systems. Distance education is then examined against the backdrop of the principles and practice of development, and the distinction between distance education and open learning is clarified. Institutional requirements of distance education are compared to military logistics, and the evolution of organizational structures for the conduct of distance education are discussed. It is noted that distance education is not linked to a particular level of education, to specific technologies, nor to a standard organizational set-up. The paper concludes with a description of the Commonwealth of Learning, an attempt by member countries of the Commonwealth to help each other apply distance education to the challenges of human resource development. (references) (DB)

**ED 332 680**                      IR 014 997
*Kodaira, Sachiko Imaizumi*
**Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.**
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
Pub Date—91
Note—33p.; The appended survey results were presented at the World Conference of Producers in Educational Broadcasting (Tokyo, Japan, November 12, 1989).
Journal Cit—Studies of Broadcasting; n27 p221-243 1991
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Distance Education, *Educational Radio, *Educational Television, Elementary Secondary Education, Foreign Countries, *Global Approach, Postsecondary Education, Preschool Education, Program Development, *Programing (Broadcast), Surveys, *Use Studies
Identifiers—Japan
This paper analyzes the state of the world's educational broadcasting community following the rapid changes in the 1980s. The future prospects of educational television and radio broadcasting are discussed based on a summary of the Worldwide Survey of 48 foreign countries which was conducted in 1989, and a review of the presentations given by Japan Prize participants throughout this decade. It is noted that the contest was designed to improve educational programs throughout the world and to promote international understanding and cooperation. The use of technology for distance education production and to develop educational opportunities are described, and changes in the broadcasting world as well as obstacles to the development of educational broadcasting are reviewed. The importance of international cooperation is emphasized, including co-production of programs, supplying educational programs, and the dispatch of specialists to assist in program development. It is concluded that a global approach to education will promote a sense of education as a common task for all humanity, regardless of nationality. Appended is an extensive table, entitled "Survey of Educational Broadcasting around the World." (18 references) (DB)

**ED 332 681**                      IR 014 998
*Kodaira, Sachiko Imaizumi  Akiyama, Takahiro*
**"With Mother" and Its Viewers: Behavior Monitoring of 2- and 3-year-olds.**
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
Pub Date—88
Note—48p.
Pub Type— Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Animation, Attention Span, Child Development, Childhood Attitudes, *Childrens Television, *Educational Television, Foreign Countries, *Preschool Children, Preschool Edu-

cation, Programing (Broadcast), Surveys
Identifiers—Japan
This study focused on the television viewing behavior of a sample of 277 two- and three-year-old children, who were observed by their mothers as they watched a children's studio variety television program entitled "With Mother." The program consists of skits by performers disguised as animals, songs and games, exercises, an animation segment entitled "Kids Like Us," and films about daily life. Some of the children were also presented with monthly magazines carrying stories about the same eight characters appearing in the animation segment "Kids Like Us" in order to study any possible effects of a media mix. Researchers were particularly interested in the number of viewing hours per day, whether mothers watched the program with their children, the children's ages at the start of viewing the program, their mimicry of exercises shown, imitative role playing, their learning and understanding, their attitudes toward each segment of the program, their attention span, changes in their character preference in "Kids Like Us," their recognition of these characters, their reactions to the animation, and the effects of the magazines on their viewing behavior. It was concluded that the degree of understanding increased from two-and-a-half to three-year-olds. In addition, although the program was generally popular, "Kids Like Us" provoked a divided reaction among children based on the different characters portrayed in the story. (4 references) (DB)

**ED 332 682**                      IR 014 999
*Bates, A. W.*
**Third Generation Distance Education: The Challenge of New Technology.**
Open Learning Agency, Vancouver (British Columbia). Research and International Development.
Pub Date—Nov 90
Note—12p.
Pub Type— Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Cost Effectiveness, Delivery Systems, Developing Nations, *Distance Education, Educational Improvement, *Educational Quality, Educational Technology, Higher Education, Interaction, Interpersonal Relationship, Multimedia Instruction, Open Universities, Telecourses
This paper is a response to a presentation by Joseph Pelton at the 15th World Congress on Distance Education (Caracas, Venezuela, November 1990). The response argues that, while newer technologies will impact on distance education, they will not be the panacea suggested by Pelton. The response also points out that not all "new" technologies are interactive or "two-way"; but they will impact on both existing and new distance teaching institutions. However, if interactivity is to be maintained, this will be mainly for courses with relatively low numbers for many developing countries. Print-base courses will remain essential, both for economic and quality reasons. Americans need to be aware that "tele-education" is not the only, nor even the most effective, form of distance education. (DB)

**ED 332 683**                      IR 015 000
*Bates, A. W.*
**Application of New Technologies (Including Computers) in Distance Education: Implications for the Training of Distance Educators.**
Open Learning Agency, Vancouver (British Columbia). Research and International Development.
Pub Date—15 Mar 90
Note—12p.; Paper presented at the Round Table on Training, Commonwealth of Learning (Vancouver, British Columbia, April 2-6, 1990).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Cost Effectiveness, Decision Making, *Distance Education, Educational Change, *Educational Technology, Foreign Countries, Job Training, Media Selection, *Models, Postsecondary Education, *Staff Development, Technological Advancement
The paper analyzes the impact of technology change on distance education, and the implications for training and distance education staff development. The paper suggests that one of the major areas for job training is in the selection of media and use of technology for instructional purposes, and in the procedures and processes of decision making. One model for doing this, based on the "ACTIONS" model, is suggested. It is noted that this model highlights such factors as access, costs, teaching func-

tions, interaction, organization, novelty of the technology, and speed of change. It is recommended that a core of training materials on the application of technology to distance education be developed in the form of an open learning set of textual materials supported by audio, video, and computer self-instructional materials. (DB)

**ED 332 684**                    IR 015 001
*Baldwin, Lionel V.*
**Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.**
National Technological Univ., Fort Collins, CO.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—89
Contract—GOO-8730509-88
Note—128p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Communications Satellites, Course Descriptions, *Distance Education, *Educational Television, *Engineering Education, Instructional Innovation, *Learning Modules, Postsecondary Education, Professional Continuing Education, *Teleconferencing, *Videotape Recordings
Based on the assumption that there is a need for advanced education among both new graduates of programs for manufacturing engineers and currently practicing engineers, a National Technological University (NTU) project produced instructional modules on manufacturing engineering topics developed by industrial, government, consulting, and academic experts. The learning modules were presented live and interactively via the NTU satellite network. A set of computer-produced visuals accompanied each module, and videotapes were made so that instruction can be edited and/or reused at a later date. The narrative report on this project provides an overview of the project as well as discussions of its purpose, its background and origins, and its results. Universities participating in the NTU network are listed as are the NTU network sponsoring sites. A complete list of more than 80 course topics and dates of presentation is also provided together with a participation summary. Appended materials, which make up the major part of the report, contain descriptive information about individual courses, including the presenter(s) and the schedule for live satellite broadcasts. (DB)

**ED 332 685**                    IR 015 002
*Peterson, Nils S.  And Others*
**Biology Laboratory Construction Kit with Intelligent Tutor. Final Project Report.**
Oregon Univ., Eugene. Dept. of Information Science.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—89
Contract—G008730445
Note—12p.; A 17-minute videotape created as part of this report describes the project's methods and demonstrates the construction kit. It is not included in the ERIC database.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Artificial Intelligence, Biology, *Computer Assisted Instruction, Computer Graphics, *Computer Simulation, Computer Software, Computer System Design, *Expert Systems, Formative Evaluation, Higher Education, Man Machine Systems, *Programed Tutoring, Science Instruction
This project developed a new kind of computer simulation and explored its impact on teaching and learning in introductory biology. The aims of the project were to: (1) develop a flexible simulation environment that would permit students to design, build, and test realistic simulations; (2) support student experimentation with intelligent tutoring expert systems that could explain how particular designs met or failed to meet specific design goals; and (3) develop a student manual as a curriculum to accompany the software for use in biology laboratory sessions. Student and instructor materials were created and tested in small group protocols. It was found that some of the computer graphics and software design of the simulation components were effective even though they were more complex than traditional modeling techniques, and that existing artificial intelligence models need to be further developed before they can be used in programmed tutoring for science instruction. Videotaped proto-

cols of pairs of students exploring the software using written directions proved to be a valuable formative evaluation techniques. (DB)

**ED 332 686**                    IR 015 010
*Jost, Karen Lee*
**Computer-Based Interactive Video: The Potential for Effective Instructional Environments.**
Pub Date—90
Note—14p.; Paper presented at the International Conference of the Association for the Development of Computer-based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Educational Environment, Educational Media, Higher Education, *Instructional Design, Instructional Effectiveness, Interactive Video, Locus of Control, *Media Adaptation, *Media Research
Past media research has tried to show that the medium itself made a difference in instruction and learning outcomes. However there are media attributes that must be considered in instructional design in conjunction with an analysis of the instructional goal. For example, the task requirements, type and level of learner-medium interaction, type and level of media adaptation required, and characteristics of the medium are all factors affecting the design of instruction. Research on the locus of control in learning may also be useful, particularly as it affects student achievement. Although prior studies yield mixed results on increases in student achievement based on locus of control, research has identified student aptitude, degree of inquiry, and prior knowledge as individual differences that affect the use of learner control. Interactive video combines computer assisted instruction with characteristics of video to provide an integrated educational environment that can be manipulated by the learner. However, the potential of this medium will only be realized through the design of quality instructional programs and effective implementation. (22 references) (DB)

**ED 332 687**                    IR 015 011
*Barker, Bruce O.*
**K-12 Distance Education in the United States: Technology Strengths, Weaknesses, and Issues.**
Pub Date—Apr 91
Note—10p.; Paper presented at the Annual International Conference on Distance Learning, United States Distance Learning Association (1st, Washington, DC, April 10-13, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Communications Satellites, *Delivery Systems, *Distance Education, Educational Television, Elementary Secondary Education, Interaction, Microcomputers, Teacher Education, Telecommunications
Identifiers—Audiographics
This article briefly identifies seven distance education case study projects completed for the Office of Technology Assessment as part of their November 1989 report, "Linking for Learning: A New Course for Education" (ED 310 765). The paper focuses on strengths and weaknesses associated with telecommunicated distance education delivery systems and on current issues related to distance education practice in the United States. Numerous advantages and disadvantages of teaching via satellite are identified, as are advantages and disadvantages of teaching via microcomputer audiographics, and via two-way full motion television. Among some of the current issues identified in distance education delivery are materials transfer, classroom management, remote site visits by teachers, levels of interaction, selection of teachers, technical breakdowns, teacher training, scheduling, class size, and local control. (Author/DB)

**ED 332 688**                    IR 015 015
*Russell, Daniel M.  Kelley, Loretta*
**Using IDE in Instructional Design: Encouraging Reflective Instruction Design Through Automated Design Tools.**
Pub Date—91
Note—10p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Course Organization, *Curriculum Development,

Feedback, Higher Education, High Schools, Hypermedia, *Instructional Design, Mathematics Instruction, *Participative Decision Making, Preservice Teacher Education
Identifiers—Stanford Teacher Education Program
The Instructional Design Environment (IDE), a computer assisted instruction tool for instructional design, has been incorporated into the curriculum and instructional development in mathematics instruction in the Stanford Teacher Education Program (STEP). (STEP is a 12-month program leading to an M.A. in education which emphasizes content focus and reflective and collaborative teaching.) Previously used as an industrial instructional analysis and development tool, IDE has now been used as a tool for teacher training. It uses hypermedia-style representations of subject matter and an instructional design model that students use to develop curriculum and organize courses. The results of using IDE include: (1) students are prompted to follow the instructor's design guidelines and standards; (2) continual feedback between students and instructor can be provided; (3) participative decision making between students is promoted; (4) reflection among students as to the effects of their decision is promoted; and (5) exploration of subject matter arrangements is possible. Students using IDE for curriculum development in mathematics are willing to explore alternative lesson organizations, have a deeper understanding of the subject matter, and think more about instructional design practice. An example of an instructional model, a lesson card, a rationale card, and a subtopic card are appended. (4 references) (DB)

**ED 332 689**                    IR 015 034
*Johnson, Dell*
**The Future of Electronic Educational Networks: Some Ethical Issues.**
Pub Date—May 91
Note—15p.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Computer Networks, Electronic Mail, *Ethics, Futures (of Society), Higher Education, Information Networks, International Cooperation
Identifiers—Computer Crimes, Computer Security, Computer Viruses, *INTERNET
Institutions of higher education in the United States are making use of educational communication networks, such as the National Science Foundation's INTERNET system, to enhance research and learning. Such information networks are used to exchange information electronically, and exist not only in the United States, but also in other countries. Privacy and equal access to information are ethical issues that must be considered by those who govern and use computer networks. Security is also necessary to keep data from being erased, changed, plagiarized, or destroyed. The well-publicized damage to INTERNET in 1986 involved breaches of security in university, military, research and development laboratory, and commercial computers. In 1988, INTERNET was again the target, this time of a computer virus planted by a Cornell University (New York) student. Whether networks are used simply for electronic mail purposes, for academic library services, or for international cooperative networks, security, privacy, and equality of access are the major issues to be considered. (33 references) (DB)

**ED 332 690**                    IR 015 038
*Kabat, Ellen J.  Friedel, Jan*
**The Development, Pilot-Testing, and Dissemination of a Comprehensive Evaluation Model for Assessing the Effectiveness of a Two-Way Interactive Distance Learning System. Final Report.**
Eastern Iowa Community Coll. District, Davenport.
Pub Date—Aug 90
Note—86p.; Partial funding for this study was provided by the First in the Nation in Education Foundation.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, *Computer Assisted Instruction, *Distance Education, Dropouts, *Educational Television, Electronic Classrooms, Formative Evaluation, Higher Education, Microcomputers, Postsecondary Education, Questionnaires, School Community Relationship, Summative Evaluation, Surveys,

*Telecommunications, Two Year Colleges
Identifiers—Interactive Television

Both formative and summative evaluations of the operation of the Eastern Iowa Community College District's (EICCD) Televised Interactive Education (TIE) System were conducted. The TIE system links three Iowa community colleges and local public and private universities via two-way microwave connections, allowing the production and transmittal of video and audio signals from the interactive television classroom to remote-site electronic classrooms. The report on these evaluations focuses on six main measures: system use, class enrollments, average grade per site, student evaluation of the system, evaluation of students who have dropped out of TIE classes, and instructor evaluation. The report also presents recommendations arising from the study that relate to the technical aspects of the system, staff development, and necessary support systems. Data are presented in both narrative and tabular formats. Evaluation forms and survey questionnaires are appended. (74 references) (DB)

**ED 332 691**                    **IR 015 061**
**Junior High Computer Studies: Teacher Resource Manual.**
Alberta Dept. of Education, Edmonton. Curriculum Branch.
Report No.—ISBN-1-55006-192-5
Pub Date—90
Note—255p.
Available from—Learning Resources Distributing Centre, 12360, 142 Street, Edmonton, Alberta, T5L 4X9 Canada.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Computer Literacy, Computer Science Education, Computer Software Evaluation, Computer Software Selection, Course Evaluation, *Curriculum Development, Foreign Countries, Instructional Materials, Junior High Schools, Keyboarding (Data Entry), *Learning Modules, *Microcomputers, Programing, Word Processing
This manual is designed to help classroom teachers in Alberta, Canada implement the Junior High Computer Studies Program. The first eight sections cover the following material: (1) introduction to the teacher resource manual; (2) program rationale and philosophy; (3) general learner expectations; (4) program framework and flexibility; (5) program planning, use of time, and resources; (6) integration into other subjects; (7) learning resources; and (8) specific learner expectations. The next five sections contain 25 learning modules listed by theme (applications, keyboarding, productivity, programming, and society), each of which contains suggested student activities, integrated activities, and learning resources designed to meet specific learner expectations. The final four chapters discuss sample lesson plans; facilities, hardware, and software; evaluation; and program support resources. Supplementary instructional materials are appended and a glossary concludes the manual. The three programs on two computer disks that accompany the manual are not included in this document. (15 references) (DB)

**ED 332 692**                    **IR 015 062**
**Computer Courseware. Advisory List.**
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
Pub Date—Apr 91
Note—10p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Communication Skills, *Computer Assisted Instruction, Computer Software Reviews, *Courseware, Elementary Secondary Education, Mathematics Instruction, Problem Solving, Reading Comprehension, Social Studies
Computer courseware appropriate for instruction in grades K-12 is listed in this document. Entries are classified by subject or application: (1) communication skills, which include instruction in reading, writing, and research sources; (2) mathematics; (3) college selection services; (4) problem solving; and (5) social studies. Information on each software package includes the title, publisher, copyright date, price, package contents, equipment required, suggested grade level, and program goals. This information is followed by a detailed summary, a discussion of the courseware's major strengths and weaknesses, and a statement of recommended uses. The table of contents provides an annotated list of the software

packages reviewed in this issue. (DB)

**ED 332 693**                    **IR 015 071**
**High-Performance Computing Act of 1991. Report of the Senate Committee on Commerce, Science, and Transportation on S. 272. Senate, 102d Congress, 1st Session.**
Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.
Report No.—Senate-R-102-57
Pub Date—91
Note—33p.; Calendar No. 87. For reports on the High Performance Computing Acts of 1989 and 1990 and a hearing on this bill, see ED 328 244, ED 329 226, and IR 015 072.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Networks, Computers, Computer Software Development, Electronic Mail, Federal Government, *Federal Legislation, Higher Education, Information Technology, Microcomputers, National Programs, Public Agencies, *Research and Development, Technological Advancement
Identifiers—Congress 102nd, *Fiber Optics, High Performance Computing, National Research and Education Network, *Supercomputers
This report discusses Senate Bill no. 272, which provides for a coordinated federal research and development program to ensure continued U.S. leadership in high-performance computing. High performance computing is defined as representing the leading edge of technological advancement in computing, i.e., the most sophisticated computer chips, the fastest computers with the largest memories, the fastest algorithms, and the fastest computer networks. This report documents the background of the bill, the growth of fiber optic networks, and prior administrative and congressional action. A summary of the major provisions of the bill precedes analyses of each of the 10 sections of the bill, including the National High-Performance Computing Program, the role of the National Research and Education Network (NREN), the goal of the National Aeronautics and Space Administration (NASA), the role of the National Institute of Standards and Technology (NIST), the role of the National Science Foundation (NSF), and the continuing development of supercomputers in light of international competition. The report concludes with the presentation of new materials in S. 272 that would change the provisions of Title VII of the National Science and Technology Policy, Organization and Priorities Act of 1976. (DB)

**ED 332 694**                    **IR 015 072**
**High Performance Computing and Communications Act of 1991. Hearing Before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. One Hundred Second Congress, First Session on S. 272 To Provide for a Coordinated Federal Research Program To Ensure Continued United States Leadership in High-Performance Computing.**
Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.
Report No.—Senate-Hrg-102-23
Pub Date—5 Mar 91
Note—114p.; For reports on the High Performance Computing Acts of 1989 and 1990 and a report on this bill, see ED 328 244, IR 014 867, and IR 015 071.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Computer Networks, Computers, Computer Software Development, Electronic Mail, Federal Legislation, Hearings, Higher Education, Information Technology, Microcomputers, National Programs, *Research and Development, Technological Advancement
Identifiers—Congress 102nd, *Fiber Optics, High Performance Computing, National Research and Education Network, *Supercomputers
This hearing before the Senate Subcommittee on Science, Technology, and Space focuses on S. 272, the High-Performance Computing and Communications Act of 1991, a bill that provides for a coordinated federal research and development program to

ensure continued U.S. leadership in this area. Performance computing is defined as representing the leading edge of technological advancement in computing. This report includes the text of S. 272 as well as opening statements presented by Senators Gore, Pressler, Kasten, and Robb, and by the Chairman, Senator Hollings. Also included are statements from Allan D. Bromley, Director of the Office of Science and Technology Policy; Tracey Gray, president of marketing, government systems division, US Sprint Communications Co.; Malvin H. Kalos, director of the Cornell Theory Center; Donald Langenberg, chancellor of the University of Maryland system; David C. Nagel, vice president of advanced technology, Apple Computer, Inc.; and John S. Wold, executive director, Lilly research laboratories, Eli Lilly and Co., who was accompanied by Riaz Abdulla, manager of a high-performance computing program. Additional articles, letters, and statements are included from the American Library Association; the Association of Research Libraries; Jack L. Brock, Jr., Director of the Government Information and Financial Management Issues, Information Management Division, Government Accounting Office (GAO); the Computing Research Association; John Patrick Crecine, president of the Georgia Institute of Technology; and Kenneth M. King, president of EDUCOM. (DB)

**ED 332 695**                    **IR 015 082**
*Spector, J. Michael   And Others*
**Modeling User Interactions with Instructional Design Software.**
Pub Date—Apr 91
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), Computer Assisted Instruction, *Computer Software Development, Computer Software Evaluation, Courseware, *Instructional Design, Instructional Effectiveness, *Interaction, *Military Personnel, Military Training, *Models, Postsecondary Education, Technical Education, User Needs (Information)
Identifiers—*Transaction Shells
As one of a series of studies being conducted to develop a useful (predictive) model of the instructional design process that is appropriate to military technical training settings, this study performed initial evaluations on two pieces of instructional design software developed by M. David Merrill and colleagues at Utah State University i.e., Merrill's Naming Transaction Shell and Merrill's Checklist Procedures Transaction Shell. The software provided the capability to design, develop, and deliver computer-based instruction for teaching both the parts of a device and simple checklist procedures pertaining to the device. The primary objective of the study was to identify the relevant variables to be used in determining the acceptability, the generalizability, and the effectiveness of the instructional design software. In an initial study, the Naming Transaction Shell was evaluated by a subject matter expert with no previous computer experience who was an instructor at the U.S. Air Force Academy. A second study conducted with six subject matter experts and the same instructor used two transaction shells—naming the parts and checklist procedures. In each study, subjects had about 30 hours to design and develop a lesson module for one hour of student instruction. In the second study, a simple drawing program was used to create graphics. Both studies indicate that the transaction shells provided a highly cost-effective authoring environment and that this approach has good potential for courseware authoring. (SLD)

**ED 332 696**                    **IR 015 099**
**Drug-Free Schools: A National Challenge. Drug Testing.**
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-90-133
Pub Date—90
Note—29p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Journal Cit—The ERIC Review; v1 n1 1990
Pub Type— Collected Works - Serials (022) — In-

formation Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Drug Abuse, *Drug Education, *Drug Use Testing, *Educational Resources, Elementary Secondary Education, Federal Legislation, *Federal Programs, Government Role, Grants, Organizations (Groups), Program Descriptions, Public Agencies, Staff Development, *State Programs
"The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This inaugural issue contains two principal articles: "Drug-Free Schools: A National Challenge," by Samuel Y. Fustukjian, and "Drug Testing," by Amy Klauke and Margaret Hadderman. In addition, the following major features concerned with drug abuse are provided: (1) description of the seven major programs that form the core of the U.S. Department of Education's assistance to state and local education institutions in the war on drugs; (2) a list and description of 16 of the major domestic organizations involved in the war on drugs, together with their addresses and telephone numbers; (3) toll-free sources of help and emergency information; (4) a reading list of 14 major helpful publications; and (5) a list of 14 helpful videotapes, together with price and availability information. An annotated bibliography of 47 new titles in education produced by the ERIC clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database are included. (TB)

**ED 332 697**                           IR 015 100
**Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.**
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-91-187
Pub Date—Apr 91
Note—33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Journal Cit—The ERIC Review; v1 n2 Apr 1991
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Adult Basic Education, *Adult Literacy, Federal Legislation, Federal Programs, Functional Literacy, *Literacy Education, Organizations (Groups), Primary Education, Program Descriptions, Program Evaluation, Rural Education, Young Children
Identifiers—*Emergent Literacy, ERIC, *Family Literacy
"The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This second issue contains three principal articles: "Issues in Adult Literacy Education," by JoAnn Crandall and Susan Imel; "Emergent Literacy: An Early Reading and Writing Concept," by Carl B. Smith; and "Adult Literacy Programs in Rural Areas," by Susan Ferrell. In addition, the following features concerned with literacy are provided: (1) highlights of recent literacy initiatives; (2) a list of 16 resource organizations; and (3) a reading list of 40 literacy-related publications. An annotated bibliography of 51 new titles in education produced by the ERIC clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database are included. (TB)

**ED 332 698**                           IR 052 659
Lynn, Patricia D.
**ERIC [Instructional Guide for Use of the Dialog OnDisc Version of ERIC on CD-ROM].**
Wayne State Univ., Detroit, Mich. Univ. Libraries.
Pub Date—[Oct 88]
Note—3p.
Pub Type— Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Libraries, Citations (References), *Databases, Guidelines, Higher Education, *Online Searching, *Optical Data Disks, Search Strategies, Thesauri
Identifiers—*Dialog, *ERIC
This two-page paper is an instructional guide for the use of the DIALOG OnDisc version of ERIC on

CD-ROM in a university library. It is noted that the computer with which the guide is to be used provides access to citations of documents and journal articles in the ERIC database from 1980 to the present. Instructions are provided in a sequential, step-by-step fashion for use of the system beginning with initiating a new search and ending with printing the desired records. (CGD)

**ED 332 699**                           IR 052 955
**NCATE-Approved Curriculum Guidelines. Initial Programs for the School Library Media Specialists.**
American Association of School Librarians, Chicago, Ill.
Pub Date—88
Note—15p.; In: "Curriculum Guidelines for the School Library Media Specialist Basic Pereparation" (1988) which is available from the American Library Association, 50 East Huron St., Chicago, IL 60611 ($10.00).
Pub Type— Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Accreditation (Institutions), *Competence, *Curriculum Design, Elementary Secondary Education, Guidelines, Higher Education, Learning Resources Centers, *Library Education, Library Standards, *Media Specialists
Identifiers—American Library Association, National Council for Accreditation of Teacher Educ
These guidelines for initial programs for library media specialists were prepared by the American Association of School Libraries (AASL) for the American Library Association (ALA), and approved by the National Council for the Accreditation of Teacher Education (NCATE) in September 1988. Institutions seeking NCATE accreditation are required to respond to the curriculum sections of AASL's guidelines as adapted for this document, if their on-site visits are scheduled for Fall 1992 and afterwards. A general statement of program objectives for the preparation of a school library media specialist includes the following: (1) the program builds up a broad general education background and includes professional studies in teacher education; (2) the curriculum prepares candidates to participate in the broader world of information services; (3) the curriculum is sequentially organized to build on previous experiences and understandings, and provides sound research and theory to guide professional practice; (4) the curriculum prepares candidates to locate and use professional literature and encourages participation in professional organizations; and (5) the curriculum addresses ethical issues in working with learners, their families, and co-workers. Brief explanations are provided of professional competencies that students should master in the areas of professionalism, communication, organization, administration, instructional leadership, and access. Instructions for preparing the review folio, sample items from a completed matrix, and a copy of the guidelines and matrix are included. (SD)

**ED 332 700**                           IR 053 023
**Salary Data for MLS Degree Recipients, 1984. Research Bulletin No. 1, Spring 1985; No. 2, Spring 1986; No. 7, Spring 1989.**
Southern Connecticut State Univ., New Haven.
Pub Date—85
Note—4p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Higher Education, *Job Placement, *Librarians, *Libraries, Library Education, *Library Statistics, National Surveys, Occupational Surveys, *Salaries, Tables (Data)
Every year, the School of Library Science and Instructional Technology at Southern Connecticut State University conducts a placement and salary survey of its graduates. The data collected become part of a national survey, and are also published by the school in a research bulletin to provide summaries of the research to the professional community. Three research bulletins reporting the salary data for MLS recipients (1984, 1985, and 1988) are compiled in this collection. The data show that, of the 32 graduates who responded to the survey in 1984 (from a total of 77 surveyed), 11 were employed in public libraries, 8 in school libraries, 7 in academic libraries, and 6 in special libraries; salaries ranged from a low of $12,500 (public library) to a high of $24,444 (school library). Of the 27 graduates who responded to the survey in 1985 (from a total of 67), 8 were employed in public libraries, 13 in school libraries, 3 in academic libraries, and 3 in special

libraries; salaries ranged from a low of $14,000 (public library) to a high of $38,076 (school library). Of the 41 graduates who responded to the survey in 1988 (from a total of 79), 15 were employed in public libraries, 12 in school libraries, 9 in academic libraries, and 4 in special libraries; salaries ranged from a low of $16,000 (special library) to a high of $38,054 (school library). (SD)

**ED 332 701**                           IR 053 024
Disbrow, Nancy  Huwiler, Paul
**Multi Image in Library Instruction. Research Bulletin No. 3, Spring 1986.**
Southern Connecticut State Univ., New Haven.
Pub Date—86
Note—4p.
Pub Type— Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Libraries, Comparative Analysis, Experimental Teaching, Faculty Publishing, Higher Education, Instructional Effectiveness, Instructional Innovation, *Intermode Differences, *Lecture Method, *Librarians, *Library Instruction, *Multimedia Instruction, *Slides, Student Attitudes
Identifiers—*Librarian Attitudes
An alternative method for teaching a three-credit, undergraduate library instruction course for students other than library science majors was explored at Southern Connecticut State University. It was believed that traditional methods of instruction–e.g., lecturing in libraries and using paper handouts–were colorless, failed to engage students, and served to perpetuate the stereotype of the dull librarian. On the other hand, it was theorized that the multi image method (e.g., the use of two or more image projectors) would be able to deliver large amnounts of information in a very short time with high retention rates. It was felt that strong presentation systems could be created if the multi image system were well planned and executed. To compare the multi image method of instruction with traditional teaching methods, a library instruction course was divided into two sections: one was taught by a professor who delivered the material through lectures (and had always received good to excellent student evaluations), and the other used only multi image instruction. The two sections were given the same examinations and had the same overall course objectives. It was found that the experimental group performed better on tests, appeared to exhibit better retention, and responded to the technique favorably. (SD)

**ED 332 702**                           IR 053 025
Kusack, James
**Unions for Academic Library Support Staff. Research Bulletin No. 4, Fall 1986.**
Southern Connecticut State Univ., New Haven.
Pub Date—86
Note—3p.
Pub Type— Information Analyses (070) — Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Libraries, Accountability, *Clerical Workers, *Collective Bargaining, Efficiency, Higher Education, *Labor Relations, Library Administration, Library Research, *Library Technicians, Quality of Working Life, *Unions
Research on the effects of collective bargaining by library clerical workers indicates that effects are often less dramatic than expected, and that there does not appear to be a single "union effect." Although one study found hefty gains for library workers with collective bargaining agreements, other studies have found no significant gains by the same classes on employees in similar libraries. The bulk of the evidence indicates that there are probably some wage advantages that can be attributed to collective bargaining; however, the gains are not nearly as large as those achieved by workers in other occupations. For example, library workers are estimated to gain 4 to 8% wage improvements through unions as compared to 12-15% increases for workers in industrial occupations. While it is undoubtedly true that unions can slow salary increases and significantly obstruct progress, several studies have shown that collective bargaining contributes to improved operational efficiency. Increased productivity is thought to result from management's being pressured by a union to be more accountable in a union environment. It is also argued that collective bargaining can improve productivity by opening up communication channels. However, the net effect of collective bargaining on productivity and organizational efficiency is still in doubt. (SD)

**ED 332 703** IR 053 382
*Giesecke, Joan, Ed.*
**Academic Libraries: Reaching Up and Stretching Out. Proceedings of the Spring Meeting of the Nebraska Library Association, College and University Section (Crete, Nebraska, May 25, 1990).**
Nebraska Library Association, Lincoln.
Pub Date—25 May 90
Note—123p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Libraries, *Bibliographic Databases, Educational Media, Higher Education, Information Storage, Library Associations, *Library Automation, *Library Services, Library Technical Processes, Marketing, *Online Catalogs, Videotape Recordings
Identifiers—*Nebraska Library Association
This proceedings report provides the papers presented at the 1990 spring meeting. Titles and authors of the seven papers are as follows: (1) "Marketing without a Plan: Seizing Outreach Opportunities as They Occur" (Joan Giesecke, Gail Egbers, Kay Logan-Peters, and Debra Pearson); (2) "Historians and the Academic Library: Traditional Research Patterns and the Transition to the Automated Age" (Gretchen Holten); (3) "Vertical Files in Midlands Academic Libraries" (John Lillis); (4) "Value of Library Services: Implications for Academic Libraries and Librarians" (Janice Boyer); (5) "New Instructional Video Tape at UNO (University of Nebraska at Omaha)" (Thomas Tollman and Marilyn Hautala); (6) "Not Just a Pretty Face: Redesigning the Bibliographic Record for an Online Catalog" (Gregory Wool); and (7) "Anticipating the Impact of Automation in Technical Services: An Historical Perspective on a Task/Personnel Study" (Georgene Fawcett and Audrey Newcomer). Each of the papers includes a list of references. (MAB)

**ED 332 704** IR 053 530
**Illinois Public Library Statistics: A Guide for Librarians and Trustees. [1987-88].**
Illinois Univ., Urbana. Graduate School of Library and Information Science.
Pub Date—89
Note—310p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Annual Reports, Data Analysis, Demography, Library Associations, Library Collections, Library Expenditures, Library Materials, *Library Statistics, *Public Libraries, Tables (Data), Users (Information)
Identifiers—*Illinois
The data used in this report to present three statistical pictures of Illinois public libraries during the fiscal year 1987-1988 comes primarily from the 1987-88 Illinois public library annual report forms. Section One presents the individual view of public library operations in which facts about use, resources, and finances are provided. Tables are used to present these facts. In Section Two libraries are grouped by size of population served, and statistical averages and percentiles for libraries serving populations of different sizes are presented. Tables showing selected aspects of library operations are listed for individual libraries in each population group in this section. In Section Three libraries are grouped by system, and data are reported in statistical averages and percentiles for library systems. Selected aspects of operations are listed for individual libraries and charts that compare the individual systems are found in this section. Three types of facts about library operations are also presented in this report: (1) basic statistics, e.g., the total circulation or number of books held; (2) ratios, e.g., the number of circulation transactions per capita; and (3) percentages, e.g., the percentage of its total operating budget that a library spends on books. (MAB)

**ED 332 705** IR 053 571
*Hammond, Carol, Ed.*
**Decision 2000: Moving Beyond Boundaries. Contributed Papers Presented at the Joint Conference of the Arizona State Library Association and the Arizona Educational Media Association (Phoenix, Arizona, November 13-17, 1990).**
Arizona State Library Association, Phoenix.
Pub Date—90
Note—74p.; For the proceedings of the 1989 Arizona State Library Association Conference, see ED 322 912. Broken print in appendixes will not reproduce clearly.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Libraries, *Computer Networks, Elementary Secondary Education, Higher Education, Learning Resources Centers, Library Instruction, Library Role, *Online Searching, *Online Systems, Optical Data Disks, Questionnaires, School Libraries, School Surveys, Serials, *Shared Resources and Services
Five of the seven papers in this collection focus on the use of technology for information retrieval and resource sharing: (1) "Teaching Students How To Search Bibliographic Retrieval Systems: The Unit Record Approach" (George Bell); (2) "The Online Catalog and Bibliographic Databases as Shared Resources: The Impact and Issues of Networking a Library's Online System" (Dennis Brunning and George Machovec); (3) "The Development and Use of Online Indexes" (Arlys MacDonald); (4) "Collection Development and Compact Discs: Establishing Criteria" (Jeanne Pfander); and (5) "Union Lists of Serials-An Old Idea with a New Application in Modern Resource Sharing" (Terese Varga). The two remaining papers are "'Information Power' and the School Librarian: An Educational Resource" (Joanna Jones) and "Librarianship in El Salvador" (Sheila Milam). A copy of the questionnaire for the school librarian survey is included. (BBM)

**ED 332 706** IR 053 577
*Rothlisberg, Allen P.*
**Marketing Reference Services through Bibliographic Instruction at Northland Pioneer College.**
Northland Pioneer Coll., Holbrook, Ariz.
Pub Date—[91]
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, Course Content, Course Objectives, *Learning Resources Centers, *Library Instruction, *Library Services, Marketing, Rural Areas, Two Year Colleges, User Needs (Information)
Identifiers—*Northland Pioneer College AZ
This report describes how the bibliographic instruction program at the learning resource center of Arizona's Northland Pioneer College (NPC) tries to encourage potential patrons to become aware of, and use, the library's services. It is noted that NPC serves a widely scattered geographic area with a diverse, isolated service population which is inclusive of three Indian tribes. Included in this report are a list of the available library services and a detailed description of the bibliographic instruction program, "LIB 145-Library Research Skills." This description includes a listing of the eight major goals and specific objectives designed to enable students to achieve those goals. The report concludes with discussions of each of the eight goals, which involve learning how to: (1) locate main items in the learning resource center (LRC); (2) use the card catalog; (3) become able to locate books on shelves; (4) use the Reader's Guide to Periodical Literature; (5) use encyclopedias, dictionaries, and almanacs; (6) formulate research strategies; (7) write footnotes and bibliographic citations; and (8) order materials through interlibrary loan. (MAB)

**ED 332 707** IR 053 586
*Mackenzie, A. Graham*
**Automation of the Comprehensive Science Library: Promotion of Scientific and Technological Information Service, Republic of Korea. [Restricted Technical Report.]**
United Nations Development Programme, New York, NY.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—FMR/IPS/OPS/90/204(UNDP); UNDP/ROK/87/010
Pub Date—16 Mar 90
Note—22p.; Report prepared for the Government of the Republic of Korea.
Available from—United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75700 Paris, France.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Financial Support, Foreign Countries, Information Technology, Library Administration, *Library Automation, Library Development, Library Networks, *Library Planning, *Research Libraries, Science Laboratories, *Scientific and

Technical Information
Identifiers—*Korea Scientific and Technological Inf Center, South Korea
This technical report presents recommendations and plans which are the result of a mission undertaken as part of a project to promote a scientific and technological information service and establish a popular science resource center in Korea. The mission's main emphasis was to help Korean authorities and the United Nations Development Programme (UNDP) to further their plans for the automation of the proposed Comprehensive Science Library (CSL) in the "science city" of Daeduk, which is a complex of research institutes mainly funded by the Republic of Korea. Background information and automation plans for the CSL are presented and the remaining issues and problems are identified. These issues encompass project management; identifying a suitable automation system; locating a system that can handle records written in Chinese, Japanese, and Korean characters; time factors; planning; funding; systems uniformity across the science complex; and employee training. Concluding the report are a summary of the recommendations, definitions of abbreviations used, and the mission's timetable. (MAB)

**ED 332 708** IR 053 591
**Services to the Nation: The Library of Congress.**
Library of Congress, Washington, D.C.
Pub Date—89
Note—17p.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Copyrights, Cultural Activities, *Federal Government, *Government Libraries, Library Collection Development, Library Facilities, Library Materials, Library Role, Library Services, *National Libraries, Preservation, United States History
Identifiers—*Library of Congress
This pamphlet describes the many services that the Library of Congress (LC) provides. A brief historical background of the Library's founding is followed by descriptions of LC's buildings and facilities. Other topics which are presented include the library's extensive collection, which runs the gamut from papyrus to optical disk; services to Congress; Copyright Office activities; scholarly resources; services to libraries; and cultural programs. Information for visitors to the library concludes the pamphlet. (MAB)

**ED 332 709** IR 053 592
*Goldstein, Morris*
**Online 1990.**
Pub Date—90
Note—9p.; Paper presented at the National Online Conference (Washington, DC, November 5-7, 1990).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Networks, Cost Estimates, Databases, Futures (of Society), *Information Technology, Marketing, *Online Systems, *Optical Data Disks, *Systems Analysis, *Technological Advancement, Telecommunications
This paper examines the co-existence of online and CD-ROM technologies in terms of their existing pricing structures, marketing strategies, functionality, and future roles. "Fixed Price Unlimited Usage" (FPUU) pricing and flat-rate pricing are discussed as viable alternatives to current pricing practices. In addition, it is argued that the marketing of CD-ROMs as a separate vehicle to isolated market niches sets the stage for inferior service. Examples are presented which demonstrate that CD-ROM and online technologies can be successfully integrated, and innovation and flexibility are cited as the major determinants in the success or failure of information products. Concluding the speech are predictions for the Information Age which include: (1) the growth of time-sharing services; (2) foreign competition; (3) government funded super networks; (4) the production of machine readable data; (5) the merging of database producers; and (6) the continued growth of online and CD-ROM technologies. (MAB)

**ED 332 710** IR 053 593
**Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.**
Illinois Univ., Champaign. Graduate School of Library Science.
Spons Agency—Illinois State Library, Springfield.

Pub Date—90
Note—333p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Budgets, *Financial Policy, Library
Materials, Library Networks, *Library Services,
*Library Statistics, Operating Expenses, *Public
Libraries, *Statistical Analysis, *Statistical Data,
Users (Information)
Identifiers—*Illinois
This report presents statistical pictures of Illinois
Public Libraries during the fiscal year 1988-1989.
The information comes primarily from the Illinois
Public Library Annual Report forms. In addition,
text has been included that describes how a library
or library system can utilize these statistics. Three
sections divide the publication. Section I presents
facts about Illinois public library operations, use,
resources, and finances. Section II describes statisti-
cal averages and percentiles for libraries which pro-
vide direct service and which serve populations of
different sizes. Selected aspects of library operations
are listed for individual libraries, and are provided
in summary form for each population group. Charts
highlight trends at the end of this section. Section
III describes statistical averages and percentiles for
libraries providing direct service with membership
in one of Illinois' 18 multi-type library systems. Se-
lected aspects of library operation are listed for indi-
vidual libraries, and are provided in summary form
for each library system. Charts that compare the
individual systems are included in this section. Con-
cluding the report is a copy of the Illinois Public
Library Annual Report form. (MAB)

ED 332 711                      IR 053 594
Fact Book on Library Aid 1991.
New York State Library, Albany.
Pub Date—91
Note—9p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgets, Elementary Secondary Edu-
cation, Financial Needs, *Financial Policy, *Fi-
nancial Support, *Library Networks, Public
Libraries, Research Libraries, School Libraries,
Special Libraries, *State Federal Aid, *State Leg-
islation
Identifiers—*New York State Regents
This booklet presents information about the finan-
cial support authorized for libraries and library sys-
tems in Chapter 917 of the "Laws of 1990" and
advocated by the Regents of the State University of
New York for the state's library systems. It is noted
that, although Chapter 917 provides for increases in
library aid of $5 million each year for the years
1991-1992, the Regents have advocated legislative
action in 1991 for the full appropriation and release
of all library and library systems aid currently au-
thorized in statute. Tables highlight the financial
support requested by the Board of Regents, and the
gap between the 1991/1992 funding allocated by
the New York State executive budget and that
which is required by current law is indicated for
each library system. Tables display data on state
support requested for public libraries and library
systems; reference and research library resources
systems; school library systems; coordinated collec-
tion development; medical/hospital library systems;
regional database/automation systems; preserva-
tion/conservation systems; the New York Histori-
cal Society; and the New York State Library for the
Blind and Visually Handicapped. (MAB)

ED 332 712                      IR 053 595
LaBrake, Lynn B., Ed.
Directory of Agencies Collecting Statistical Data
from College & University Libraries.
American Library Association, Chicago, IL. Library
Administration and Management Association.
Pub Date—86
Note—54p.
Pub Type— Reference Materials - Directories/Cat-
alogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Libraries, Accrediting
Agencies, Directories, Higher Education, Library
Associations, *Library Networks, *Library Statis-
tics, *Library Surveys, Public Agencies, Publish-
ing Industry, State Agencies
This directory of organizations and agencies that
survey academic libraries for statistical information
on a regular basis includes 104 organizations repre-
senting state and federal agencies, college and uni-

versity administrative bodies, accrediting organiza-
tions, all types of library organizations and associa-
tions, and publishers. The directory reflects the
status of statistical data gathering from academic
libraries in the United States and Canada during the
period 1982-1984. It is the result of a project done
by the Library Administration and Management
Association (LAMA) Statistics for College and Uni-
versity Libraries Committee; the committee mem-
bers participating in the project are included in the
directory. The organizations or agencies are ar-
ranged alphabetically within the geographic area
covered by their survey. The address and contact
person, if identified, are listed for each agency. Each
entry also lists the title of the survey instrument and
data on its publication, coverage, frequency, cur-
rency, availability, and use of definitions. If the
source of the definitions is known, it is included as
well. Concluding the directory are indexes of agen-
cies, contact persons, surveys, and publications.
(MAB)

ED 332 713                      IR 053 596
Strasser, Theresa C., Comp.
An African-American Bibliography: Science, Med-
icine, and Allied Fields. Selected Resources from
the Collections of the New York State Library.
New York State Library, Albany.
Pub Date—Jan 91
Note—19p.
Pub Type— Reference Materials - Bibliographies
(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Allied Health Occupations, *Black
Achievement, Black History, Black Studies, Den-
tists, History, Inventions, *Library Collections,
Medicine, Nurses, Scientists
Identifiers—*African Americans, *New York State
Library
The second in a series of African-American bibli-
ographies, this bibliography was issued in honor of
both Black History Month and Inventors Day in
February 1991. It focuses on the contributions of
black Americans in the areas of science, technology,
medicine, and allied fields such as dentistry and
nursing. The materials cited emphasize the accom-
plishments of individuals from all parts of the
United States, in all periods, and from all back-
grounds. The bibliography lists items in the collec-
tions of the New York State Library and includes
books, selected periodical articles, patents, and
other materials. New York State Library call num-
bers are given for the books and periodicals to facili-
tate both library retrieval and interlibrary loan.
Patent documents are filed numerically and are part
of the patent depository collection of the New York
State Library. It is noted that no more than three
patents are given for each inventor for reasons of
space. (MAB)

ED 332 714                      IR 053 597
Gleaves, Edwin S., Ed.
Nashville '90: Annual Meeting of the White House
Conference on Library and Information Services
Taskforce (WHCLIST) (11th, Nashville, Ten-
nessee, August 16-18, 1990). Final Conference
Report.
Tennessee State Library and Archives, Nashville.
Pub Date—90
Note—70p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Conferences, Federal Government,
*Government Role, Librarian Attitudes, Library
Associations, *Library Planning, National Pro-
grams, State Government
Identifiers—*Tennessee, *White House Conference
Library Info Services
This report provides outlines of the reports, com-
ments, and recommendations which emanated from
the 3-day Tennessee Library and Information Ser-
vices Taskforce conference. Representing the first
and second general sessions, and included in this
report, are the opening remarks; reports from Wash-
ington, D.C. on the status of plans for the second
White House Conference on Library and Informa-
tion Services (WHCLIS II); and reports of the
pre-White House Conference activities in Colorado,
Florida, Hawaii, Illinois, and New York. Also sum-
marized in this report are recommendations from 10
focus groups. These recommendations encompass a
wide range of issues related to the White House
conference process in the states and at the national
level. These recommendations are entitled: (1) Cre-
ative Ideas for Delegate Education: What Has
Worked So Far/What Can Work in the Future; (2)

Issues in Delegate Selection: Applying, Electing,
Appointing; (3) Resolution Preparation: Ways and
Means; (4) A Literacy Program That Works: The
North Carolina Experience; (5) Theme Selection:
Productivity, Literacy, Democracy, and Beyond;
(6) The Funding Question: Financial Support for
State Conferences; (7) Creating Coalitions: How To
Build and Maintain Support Groups in the States;
(8) Public Information on Information to the Public:
What Works in the States; (9) After the Ball Is Over:
Follow-up Activities in the States; and (10) But Will
You Love Me in the Morning: The Future of
WHCLIST after WHCLIS II. Nine resolutions ap-
proved by the Task Force are presented and awards
bestowed at the conference are described. The re-
port concludes with the text of an address by Edwin
S. Gleaves, "Wandering through WHCLIST: A
Fond Recollection, 1985-1990." (MAB)

ED 332 715                      IR 053 598
The Tennessee Governor's Conference on Library
and Information Services (3rd, Nashville, Ten-
nessee, October 14-16, 1990). Final Conference
Report.
Tennessee State Library and Archives, Nashville.
Pub Date—90
Note—75p.; Photographs may not reproduce well.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Federal Government, Financial Sup-
port, *Government Role, Illiteracy, Intellectual
Freedom, Librarian Attitudes, Library Associa-
tions, Library Networks, *Library Planning, Na-
tional Programs, State Government
Identifiers—*Tennessee, White House Conference
Library Info Services
This report documenting the speeches and recom-
mendations made during a conference on library
and information services begins with three presenta-
tions: (1) "Preparing for Partnerships: Libraries and
Educational Reform in Tennessee" (Secretary of
State Bryant Millsaps); (2) "The Tennessee Gover-
nor's Conference on Library and Information Ser-
vices: Background, Reality, and Future Impact";
and (3) "The Future Without Walls: A Vision of
Library and Information Services in Tennessee in
the Nineties" (State Librarian and Archivist Edwin
S. Gleaves). Recommendations adopted by the 112
delegates to the conference are then presented.
These recommendations focus on local, state, and
federal support of libraries; state and national plan-
ning; intellectual freedom; eradication of illiteracy;
and support for the National Research Education
Network (NREN), with increased participation by
libraries of all types. The official delegates chosen to
represent Tennessee at the 1991 White House Con-
ference on Library and Information Services
(WHCLIS) are listed, as are the Governor's Confer-
ence delegates. The report concludes with three
pages of photographs taken at the conference.
(MAB)

ED 332 716                      IR 053 599
Montviloff, Victor
National Information Policies. A Handbook on the
Formulation, Approval, Implementation and Op-
eration of a National Policy on Information.
United Nations Educational, Scientific and Cultural
Organization, Paris (France). General Informa-
tion Programme.
Report No.—PGI-90/WS/11
Pub Date—90
Note—165p.
Pub Type— Guides - General (050) — Information
Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.
Descriptors—Agenda Setting, *Developing Na-
tions, Federal Government, Foreign Countries,
Guidelines, Information Dissemination, *Infor-
mation Technology, National Programs, Needs
Assessment, *Policy Formation, Public Policy,
*Technological Advancement, User Needs (In-
formation)
Identifiers—*Information Policy
Noting that the advance of new technologies and
the rise of service economies have dramatically
changed the socioeconomic development of the
world and forced nations to adopt national informa-
tion policies, this handbook explores the concept of
such policies. It is based on the experiences reported
in numerous country case studies, meeting proceed-
ings and publications, and on Unesco field experi-
ence in some 30 states currently working on the
elaboration of their national information policy. The
following basic issues are addressed: (1) what a na-

tional policy on information is and what its role is; (2) what the benefits and main features of such a policy are; (3) how such a policy can be formulated and implemented; and (4) what the prerequisites for its formulation are. The first three chapters are devoted to the general description of concepts, objectives, and methodological aspects covered in the handbook. Each of the following 10 chapters deals with a particular stage leading to the establishment of a national policy on information. These stages are grouped in three phases which encompass the aspects of policy formulation, approval, implementation, and operation. Concluding the handbook are seven annexes which illustrate the major steps of the methodology. (106 references) (MAB)

**ED 332 717**                    **IR 053 601**
*Burrows, Janice H.   And Others*
**Minority Recruitment and Retention in ARL Libraries. SPEC Kit 167.**
Association of Research Libraries, Washington, D.C. Office of Management Services.
Report No.—ISSN-0160-3582
Pub Date—Sep 90
Note—121p.
Available from—Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20 for members, $30 for nonmembers; prepayment required).
Pub Type— Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Libraries, Affirmative Action, Budgeting, Higher Education, *Labor Turnover, *Librarians, Library Surveys, *Minority Groups, *Personnel Policy, Professional Associations, *Recruitment, *Research Libraries
This SPEC kit presents the results of a survey which determined employment practices of Association of Research Libraries (ARL) member libraries in 1990 in the areas of cultural diversity, minority recruitment, and affirmative action. Categories surveyed in the area of minority recruitment include hiring activities, advertising available positions, and barriers to recruitment. Results are also presented in the areas of the recruitment of and retention strategies for minority professionals as well as the use of internships, residencies, and scholarships for minorities. Issues and trends are also identified. The kit provides recruitment planning documents, recruitment procedures, contact lists, in-house recruitment strategies, and minority recruitment internship documents submitted by the universities of California (Davis, San Diego, Santa Barbara, Berkeley); Colorado at Boulder; Connecticut; Delaware; Illinois (Chicago, Urbana-Champaign); Iowa; Kentucky; Michigan; Minnesota at Twin Cities; Nebraska; and South Carolina; as well as by Cornell University; Massachusetts Institute of Technology; National Agriculture Library; New York State Library; Ohio State University; the State University of New York (Albany, Stonybrook); and Texas A&M University. (MAB)

**ED 332 718**                    **IR 053 602**
**Student Employment Programs in ARL Libraries. SPEC Kit 168.**
Association of Research Libraries, Washington, D.C. Office of Management Services.; Connecticut Univ., Storrs. Homer Babbidge Library.
Report No.—ISSN-0160-3582
Pub Date—Oct 90
Note—141p.; Prepared as part of the Office of Management Services Collaborative Research/Writing Program.
Available from—Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20 for ARL members, $30 for nonmembers; prepayment is required).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Libraries, Employment Patterns, *Employment Practices, Higher Education, *Library Personnel, Library Surveys, Personnel Evaluation, *Personnel Policy, Professional Associations, Questionnaires, *Student Employment
This SPEC KIT presents survey results and documents from 53 U.S. academic members of the Asso-

ciation of Research Libraries in 1990 who provided current information on student employment policies and practices. The survey results identify the following employment policies and practices: (1) funding sources and wages; (2) duties and rewards; (3) recruitment and hiring practices; and (4) supervisory, training, and evaluation methods. Issues and trends are also identified. Student library employment documents (e.g., supervisors' manuals, employees' handbooks, recruitment policies, and job descriptions) included in the kit were submitted by the universities of Alabama, Connecticut, Hawaii, Iowa, Kansas, Missouri (Columbia), Nebraska, New Mexico, Rochester, Southern California, Texas (Austin), and Washington, as well as Brigham Young University, Case Western Reserve University, Colorado State University, Indiana University, Iowa State University, Johns Hopkins University, Michigan State University, New York University, Princeton University, and Washington State University. A copy of the survey questionnaire and an analysis of the responses are included. (10 selected readings) (MAB)

**ED 332 719**                    **IR 053 603**
*Line, Maurice B.*
**National Library and Information Needs: Alternative Means of Fulfillment, with Special Reference to the Role of National Libraries.**
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Spons Agency—International Federation of Library Associations, The Hague (Netherlands).
Report No.—PGI-89/WS/9
Pub Date—Jun 89
Note—70p.
Available from—Division of the General Information Programme, UNESCO, 7 Place de Fontenoy, 75700, Paris, France.
Pub Type— Information Analyses (070) — Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Information, Foreign Countries, *Global Approach, Information Dissemination, Library Administration, Library Collection Development, Library Development, Library Education, *Library Planning, Library Research, *National Libraries, Technological Advancement, *User Needs (Information)
Arguing that library and information needs should be met at the national, rather than at the local level, this report analyzes ways to meet these needs with special reference to the role of national libraries. The first two chapters highlight such library and information concerns as: (1) collection and preservation of documents of national interest and importance; (2) bibliographic needs; (3) document provision; (4) access to publications; (5) exchange of publications; (6) access to information; (7) services to libraries and information units; (8) leadership and advice to libraries and information units; (9) planning and coordination; (10) education and training; (11) research and development; (12) factors affecting need; and (13) priorities of need. Alternative ways of meeting these needs are then highlighted. The third and fourth chapters examine alternative ways of meeting national library and information needs according to guiding principles, practical factors, and the potential impact of electronic technology. In the fifth chapter, appropriate solutions for national and information provision are suggested for several hypothetical countries undergoing different stages of development. The sixth chapter presents the study's conclusions. (3 tables) (MAB)

**ED 332 720**                    **IR 053 604**
*Penchansky, Mimi B., Comp.   Katz, Suzanne R., Comp.*
**Collection Development: Survival Tactics in an Age of Less. An Annotated Selective Bibliography on the Theme of the 1991 LACUNY Institute.**
City Univ. of New York, N.Y. Library Association.
Pub Date—Mar 91
Note—44p.; For the bibliography for the 1989 LACUNY Institute, see ED 320 597.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Budgets, Conferences, Electronic Publishing, *Financial Needs, Higher Education, Information Technology, Interlibrary Loans, *Library Collection Development, Shared Library Resources,

Telecommunications, Teleconferencing
This annotated bibliography on the theme of the Library Association of the 1991 City of New York Institute addresses the issue of library collection development during times of budgetary crisis. The bibliography encompasses the following topics: (1) budget cuts versus the high cost of books and serials; (2) management evaluation and assessment strategies; (3) methods of cooperative collection development, resource sharing, and reducing costs; (4) recent strategies and new technologies for interlibrary loan/document delivery; and (5) electronic publishing, online access to information, and the future. Also provided are information about an upcoming electronic journal; the titles and subscription addresses for other library-oriented electronic serials and computer conferences; and lists of 1991-1992 related conferences and contact persons. Author and conference speaker indexes conclude the report. (MAB)

**ED 332 721**                    **IR 053 605**
*Vavrek, Bernard*
**Assessing the Information Needs of Rural Americans. Public Libraries.**
Clarion Univ. of Pennsylvania. Coll. of Library Science.
Spons Agency—Department of Education, Washington, DC.
Pub Date—90
Note—82p.; For the report of a parallel study focusing on Pennsylvania, see ED 320 590. A product of the Center for the Study of the Rural Librarianship.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Demography, Fees, Information Needs, *Library Research, *Library Role, *Library Services, Library Surveys, *Public Libraries, Rural Areas, *Rural Population, Social Attitudes, *Users (Information), Use Studies
The overriding goals of this research project, which investigated the extent to which the rural public library is meeting the information needs of its constituents, are to enable the rural public library to become a more efficient disseminator of information and to enhance its role in the development of rural America. The study targeted both rural library clientele and non-clientele through two questionnaires and telephone surveys to elicit information on: (1) the role and functions of the rural public library; (2) client attitudes about the library; (3) why the majority of library users are female; (4) client information needs; and (5) whether libraries should charge service fees. It is noted that current disuse of a marketing approach to libraries by the typical rural librarian underlies the entire report. Concluding the report are the research team's conclusions and recommendations, the research team roster, and copies of the survey instruments with tallies of the responses to the individual questions. (46 references) (MAB)

**ED 332 722**                    **IR 053 606**
**Building a Library Collection on Blindness and Physical Disabilities: Basic Materials and Resources. Reference Circular No. 90-3.**
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Pub Date—Dec 90
Note—49p.; For a related circular, see IR 053 607.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blindness, Books, Deafness, Directories, *Library Collection Development, *Library Materials, Periodicals, *Physical Disabilities, Reading Materials, *Reference Materials, *Visual Impairments
Identifiers—*National Library Service for the Blind
The materials listed in this reference circular are recommended to libraries and organizations as basic resources for providing a current information service on visual impairments and physical disabilities. The selections, which are based on the holdings of the Reference Section of the National Library Service (NLS) for the Blind and Physically Handicapped, have been made on the basis of currency and authoritativeness. All titles are in print and, with a few exceptions, have been published since 1980. Pricing and ordering information have been provided in most cases. The following aspects of visual and physical disabilities are represented in book format: accessibility; aging; assistive devices;

blindness and visual impairments; deaf-blindness; deafness and hearing impairments; developmental disabilities; education; employment and rehabilitative services; independent living; learning disabilities; legal rights; library services; medical aspects of disability; neurological disorders; orthopedic disorders; parent education; psychosocial aspects of disability; recreation; and travel. Directories and other reference resources which present information on assistive devices, agencies, programs and services, materials in special formats, and other supplemental references are also listed, as well as relevant periodicals, free and inexpensive materials, NLS resources, and information centers and online services. A list of other reference circulars and bibliographies published by the NLS reference section concludes the circular. (MAB)

**ED 332 723**                           IR 053 607
**Blindness and Visual Impairments: National Information and Advocacy Organizations. Reference Circular No. 90-2.**
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Pub Date—Dec 90
Note—30p.; For a related circular, see IR 053 606.
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blindness, Braille, Deafness, Directories, Information Sources, *Organizations (Groups), *Physical Disabilities, Reading Materials, Reference Materials, Rehabilitation Programs, *Services, *Visual Impairments
Identifiers—*National Library Service for the Blind
This reference circular lists organizations that provide a variety of direct services to blind and visually impaired persons, including advocacy and employment programs, assistive devices, and publications offered in special format. Many of the organizations also offer guidance to families of blind and visually impaired persons and training for professionals. Many publish journals, monographs, catalogs, and pamphlets, and the major publications are identified in this circular. The first of three sections lists the organizations alphabetically with annotations that describe the services they provide. The second section presents directories and other publications that list agencies, services, and resources for blind and visually impaired persons. These publications contain the names of organizations that serve blind and visually impaired persons in the United States and in other countries; organizations that have braille music collections and tactile map collections; and producers and distributors of braille and large print reading materials and assistive devices for reading and other related activities. Section III lists state-level agencies that administer public programs providing special education and rehabilitation services. (MAB)

**ED 332 724**                           IR 053 610
*Johnson, Debra Wilcox*
**Libraries as Partners in Adult Literacy.**
Wisconsin Univ., Madison. School of Library and Information Studies.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Note—21p.; Commissioned for the OERI Literacy Project in 1989.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, *Adult Literacy, Educational Methods, Elementary Secondary Education, Higher Education, Influences, Learning Resources Centers, *Library Role, *Library Services, *Literacy Education, Public Libraries, School Libraries, State Libraries
Identifiers—*Family Literacy
This paper examines the factors that contribute to a library's decision to become involved in adult literacy and the service roles assumed by a given library. Common library literacy service roles (i.e., collections, services in support of local literacy efforts, and direct instruction) are discussed and profiles of the types of libraries that are involved in literacy education are given. Factors that contribute to a library's level of literacy involvement are then compared and contrasted among public libraries, community college libraries, institutional libraries, school libraries, state library agencies, and university libraries. Similarly, the types of literacy activi-

ties in which these libraries are involved are identified. One type of literacy activity, the family literacy program, is explored in more detail. It is observed that the effectiveness of the family literacy program stems from its holistic approach to literacy, in which both children's and adult services librarians blend their levels of expertise. Several funding sources for literacy education are reviewed, and it is suggested that the library's role as a partner in adult literacy education will continue to grow. (8 references) (MAB)

**ED 332 725**                           IR 053 616
**Council for Cultural Co-Operation. EUDISED Data Network Group Meeting (Strasbourg, France, November 14-15, 1990).**
Council of Europe, Strasbourg (France).
Report No.—ADECSDOC9.90; DECS/DOC-(90)-9
Pub Date—Dec 90
Note—25p.; For another report on EUDISED, see ED 321 768.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Databases, Data Collection, *Educational Research, Evaluation Criteria, Foreign Countries, *Information Networks, *International Programs, Long Range Planning, Online Systems, Organizational Objectives
Identifiers—Europe (West), *European Documentation and Information System
This report summarizes a meeting of the EUDISED Data Network Group which focused on the changes within the Council for Cultural Cooperation (CDCC) and the Secretariat, and progress made toward achieving the aims of the 3-year plan for the online database EUDISED (European Documentation and Information System for Education). Briefly noted are progress reports from Austria, Belgium, Czechoslovakia, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and Yugoslavia. Strategies for expanding the database are also discussed, including the methods and sources of data collection in Austria, France, and the United Kingdom, and the criteria used for selecting documents for inclusion in the database. Also noted are discussions on publicity for the database, technical aspects of the database, and the publication of a new thesaurus, as recommended by the Thesaurus Management Group. A list of conference participants and their addresses is appended, as well as the agenda, a chart of EUDISED input figures, a report by the German National Agency on Progress, a Dutch Progress Report, and the Swiss Delegation's Statement. (DB)

**ED 332 726**                           IR 053 619
*Seidman, Paula F., Ed.   Taheri, Belinda, Ed.*
**ERIC Directory of Education-Related Information Centers.**
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 91
Contract—RI890120
Note—247p.; Revised and update edition published annually.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 ($15.00).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Databases, Economic Development, *Educational Resources, Employment, Health, *Information Centers, Information Dissemination, *Information Services, Online Searching, *Organizations (Groups), Outreach Programs, Publications, Referral
Identifiers—*ERIC
The "ERIC Directory of Education-Related Information Centers" is a guide to 300 organizations that provide information relevant to education or that focus on topics and disciplines closely related to education, such as educational administration, parent participation, and nontraditional education. The Directory lists both federally- and nonfederally-supported organizations that provide information syntheses, database building, outreach, and user services, as well as information dissemination, reference, and referral services, including online search services, technical assistance, and publication production. It is designed to help researchers, policymakers, librarians, teachers, federal agency

staff, and students who need convenient, up-to-date access to resources on information centers in education and related fields. The Directory is based on a continuously updated online database currently available via GTE Education Services. The printed form of the Directory is published approximately every two years. Entries are arranged alphabetically by organization name. Three indexes are provided: master organization name, subject, and geographic location. (TB)

**ED 332 727**                           IR 053 620
*Taheri, Belinda, Ed.   Seidman, Paula F., Ed.*
**ERIC Calendar of Education-Related Conferences, 1991.**
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI890120
Note—322p.; Published annually, in December, in advance of the year covered.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 ($15.00).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Clearinghouses, *Conferences, *Education, Information Sources, International Organizations, Library Associations, Professional Associations, Teacher Associations
Identifiers—*ERIC
The "ERIC Calendar of Education-Related Conferences" was begun in 1970 as a list of the meetings that the ERIC Clearinghouses planned to attend in the coming year. It was a coordinative tool informing the decentralized components of the ERIC network about the conference-related activities of each component and thereby preventing duplication of effort. It was gradually expanded to also include all conferences from which conference papers were solicited. In 1989, with the advent of ACCESS ERIC, it was further expanded to include all education-related conferences. The calendar covering 1991 lists 486 international, national, state, regional, and local events. Events are listed chronologically by date and each entry provides, when available, information such as conference dates, site, sponsor, contact person, registration information, hotel rates, estimated attendance, topics covered, and audience. For ease of use, five indexes are provided: Sponsor, Conference Name, Geographic, Subject, and Participating ERIC Component. The calendar information is updated continuously in an online database currently available via GTE Education Services. The printed calendar is published annually from this online database, usually in December immediately preceding the year covered. (TB)

**ED 332 728**                           IR 053 654
*Kodaira, Sachiko Imaizumi*
**The Role of Educational Broadcasts in Japanese Schools. Third Edition.**
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
Pub Date—89
Note—51p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Practices, *Educational Radio, *Educational Television, Elementary Secondary Education, Media Research, Physical Disabilities, Research Needs, *Use Studies
Identifiers—*Japan Broadcasting Company
This report describes the significant role which the Japan Broadcasting Corporation's (NHK) educational broadcasts play within the Japanese education system. It begins by presenting an overview of the Japanese educational system and the fundamental characteristics of school broadcasting via both television and radio. The increase in the number of schools utilizing school broadcasts is then explored as it relates to the following factors: (1) the improvement in broadcast contents; (2) the campaign for promoting broadcast use; and (3) the increase in the number of school broadcasts. The role of educational television is discussed and the advantages and aims of using television broadcasting are summarized. Several methods of research on school broadcasting are described, and it is observed that one reason for the success of school broadcasting is the free exchange of views between teachers and broadcasters. Obstacles to the use of school broadcasts and the merits of the VTR (video tape recorder) in school broadcast utilization are also explored, as well as current problems of school broadcast utiliza-

tion. Types of popular educational broadcasts for handicapped children, teacher expectations about educational broadcasting, and the need for further study of the effect of television on Japanese children are also discussed. Graphs and charts highlight much of the information presented in this report. (MAB)

**ED 332 729**          IR 053 669
Kentucky State Plan for Federal Depository Library Services, 1990.
Kentucky Library Association, Frankfort. Government Documents Round Table.
Pub Date—[90]
Note—70p.; Prepared by the Committee to Review and Revise the Kentucky State Plan for Federal Depository Library Services.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Depository Libraries, *Government Publications, Library Associations, Library Collection Development, Library Planning, Library Services, Organizational Objectives
Identifiers—*Kentucky
Noting that the purpose and intent of the Federal Depository Library Program, as administered by the U.S. Government Printing Office (GPO), is to make government information available to the general public, this report presents the fundamental characteristics of the program as it is implemented in the Commonwealth of Kentucky. Descriptions of the federal depository library community in Kentucky and the physical composition of regional and selective depository libraries are included. In addition, a chart identifies the number of depository libraries by their designated type. An overview is then provided of the goals and objectives for the federal depository library community in Kentucky as they relate to the areas of collection development, bibliographic control and access, service, financial responsibility, public relations, and the depository library relationship. Concluding the report is a summary of the approval, review, and revision procedures for the Kentucky State Plan for Federal Depository Library Services, which is reviewed annually by the Regional Depository Librarian. Three appendixes provide: (1) the guidelines for the depository library system; (2) a directory of federal depository libraries in Kentucky; and (3) a copy of the letter of agreement between the depository libraries and the state of Kentucky. (MAB)

**ED 332 730**          IR 053 670
Chadley, Otis A., Comp.
Dissertations 1979-1989: A Cumulative Bibliography of University at Albany Doctoral Dissertations.
State Univ. of New York, Albany. Univ. Libraries.
Pub Date—Mar 91
Note—181p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Libraries, *Doctoral Dissertations, Higher Education, *Library Collections, Library Materials
Identifiers—*State University of New York Albany
This cumulative bibliography of State University at Albany (New York) doctoral dissertations, which spans the years 1979-1989, is not simply a compilation of previous supplements. It is based on an examination of the University Libraries' doctoral dissertation collection as reflected in the online and printed library catalogs. It is also the second of two compilations. The publication is divided into eight major categories which correspond to the colleges and schools within the university. These are the: (1) College of Humanities and Fine Arts; (2) College of Social and Behavioral Sciences; (3) College of Science and Mathematics; (4) School of Criminal Justice; (5) School of Education; (6) School of Public Affairs; (7) School of Public Health Sciences; and (8) School of Social Welfare. The departments are listed alphabetically under each category. Entries follow the departments and are arranged alphabetically by author's last name. Each entry includes author, dissertation title, date of publication, and location of document by its call number, which refers to the microfilm edition of the dissertations. The doctoral dissertations listed in this bibliography are available both in hard copy in the University Library Archives and on microfilm at a number of libraries on campus. Author and subject indexes have been provided to assist users in readily identifying dissertations on their topic. (MAB)

**ED 332 731**          IR 053 671
Stiles, Rebecca E.
Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
North Carolina Univ., Chapel Hill. School of Library Science.
Pub Date—Apr 91
Note—55p.; M.S. Thesis, University of North Carolina.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Annotated Bibliographies, Educational Methods, Elementary Secondary Education, Illiteracy, *Library Services, *Library Surveys, *Literacy Education, *Program Design, *Program Evaluation, *Public Libraries, Questionnaires
Identifiers—*Family Literacy
This research study provides an extensive compilation of information sources on the topic of family literacy for library professionals and other literacy providers. This paper includes the following main sections: (1) combined literature review and annotated bibliography; (2) survey results; and (3) family literacy program descriptions. The first section contains 52 entries and is divided into four subjects: bibliographies/handbooks; theoretical/general information sources; program models; and organizations. The second section presents the results of a survey distributed to all state-aid North Carolina public library systems concerning their involvement in family literacy programs. The survey revealed that 27% of these systems have been either actively involved in family literacy programs in the past, are presently involved, or will be in the near future. The third section contains six family literacy program descriptions which include program summaries, recruitment and evaluation methods, instructional materials, and funding sources. Two appendixes provide copies of the survey cover letter and the survey instrument. (Author/MAB)

# JC

**ED 332 732**          JC 880 383
Grosz, Karen Sue, Ed.
[Issues in California Community Colleges].
California Community Colleges, Sacramento. Academic Senate.
Pub Date—88
Note—65p.
Available from—The Academic Senate for California Community Colleges, 1107 Ninth Street, Sacramento, CA 95814.
Journal Cit—Forum; v5 Sum 1988
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Childrens Literature, Codes of Ethics, *College Administration, College Curriculum, *College Faculty, College School Cooperation, Community Colleges, Critical Thinking, *Enrichment Activities, *Faculty Organizations, Humanities Instruction, *Scholarship, Two Year College Students
Identifiers—*California Community Colleges
Designed as a forum for the exchange of ideas among California community college faculty, this journal offers a series of articles addressing instructional and administrative concerns. The volume contains: (1) "Campus Life: A Book Review," by John McFarland; (2) "The Scholar in the Two-Year College: Magritte's Mermaid or Chiron?" by Susan Petit, which addresses difficulties encountered by community college faculty in scholarly pursuits and ways administrators can minimize these obstacles; (3) "A Network for English Majors," by Mary Spangler, which describes the development of and activities sponsored by the "English Circle," an informal support network for transfer students majoring or minoring in English at Los Angeles Valley College; (4) "Interchangeable Parts," by Sandy Lydon, which looks at the trend toward standardization and conformity within the administrations of California's community colleges; and (5) "Images of Teaching and Learning in Children's Literature," by Karen Sue Grosz. The issue also includes four policy papers developed by the Academic Senate Educational Policies Committee, focusing on the adoption of the American Association of University Professors' ethics statement; the integration of critical thinking skills into the curriculum; the renewal of

the California community colleges' commitment to humanities instruction; and activities and incentives for improving articulation between high schools and community colleges. (AJL)

**ED 332 733**          JC 900 135
Carter, Edith H., Ed.
Community College Journal for Research and Planning, Volume VII, Numbers 1 and 2.
American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.
Pub Date—90
Note—106p.
Journal Cit—Community College Journal for Research and Planning; v7 n1-2 1989-90
Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Articulation (Education), College Environment, *College Planning, College Role, College School Cooperation, *Community Colleges, Decision Making, Enrollment Influences, Followup Studies, High Risk Students, Institutional Mission, *Institutional Research, Intercollegiate Cooperation, Long Range Planning, *Organizational Effectiveness, *Research Utilization, Two Year Colleges
Providing a forum for the exchange of information among members of the National Council for Research and Planning, this refereed journal offers articles on various aspects of community college research, management, and planning. The two issues of volume 7 contain the following articles: (1) "Case Studies of Community College High Risk Students: Does Social and Academic Integration Apply?" by R. Dan Walleri and Marcia Peglow-Hoch; (2) "The High School College Connection: Dual-Credit Programs," by Karen Conklin and James M. Williams; (3) "A Study of Staff Perceptions of Institutional Goals Before and After a Major Institutional Mission Change," by Fred H. Martin and Jerry W. Hardin; (4) "Planning for Results: A Guide for Planning Developed by Central Piedmont Community College," by John Quinley; (5) "Measures of Progress: Student Follow-Up in the Los Rios Community College District," by Beth S. Lee; (6) "Scans Solo: A One-Person Environmental Scanning Process," by Craig Clagett; (7) "Assessing the College Mission: The Starting Point for Institutional Effectiveness," by John Quinley; (8) "The Kentucky Retention Model for Community Colleges," by Brian E. Daly; (9) "The Role of Institutional Research in the Planning and Decision Making Processes," by James M. Anderson and Michael J. Viera; and (10) "Projected Population Growth and its Impact on the North Carolina Community College System," by Kathryn Baker Smith. The volumes conclude with annotated ERIC bibliographies on student recruitment, articulation between community colleges and universities; and adult education in the community college. (PAA)

**ED 332 734**          JC 910 139
Bruno, Elsie M.
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.
Columbia Coll., CA.
Spons Agency—Northern California Community Colleges Research Group.; Yosemite Community Coll. District, Modesto, CA.
Pub Date—[90]
Note—52p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, College Attendance, *College Preparation, College School Cooperation, Community Colleges, *Course Content, Followup Studies, Grade Point Average, High Schools, High School Students, *Outcomes of Education, Participant Satisfaction, *Program Effectiveness, Program Evaluation, Questionnaires, Student Attitudes, *Study Skills, Two Year Colleges, Two Year College Students
In 1989, a study was conducted at Columbia College (CC) in California to determine the effects of CC's "College Success" course (Guidance 7) on student attitudes, performance, and retention; and to determine ways in which the course could be improved. College Success, which focuses on techniques for effective reading, studying, memorizing, test taking, note taking, and communicating, is offered on the CC campus and on the campuses of local high schools. Surveys were sent to 192 stu-

dents who completed College Success in 1988 and 1989, requesting respondents to rate various aspects of course content; the extent to which they used particular tools, skills, and ideas as a result of taking the course; the value of specific instructional methods; and the impact of the course on motivation, communication skills, study skills, and grades. In addition, data on students' grades and course completions were gathered from high school transcripts and the college's database. Study findings, based on responses from 61 students, included the following: (1) at least 64% of the respondents rated all 15 aspects of the course as "Valuable," "Very Valuable," or "Extremely Valuable"; (2) 61% reported that the one skill they used to the "Very Greatest Extent" as a result of taking the course was the technique of "Listening for and Using Key Words in Note Taking"; (3) the instructor qualities/behaviors rated most beneficial were showing respect for students, previewing quizzes, being available outside of class, and encouraging questions; and (4) the college students who took College Success showed an improvement in grades and units attempted and completed, while results were mixed for high school College Success students. The survey instruments are included. (WP)

ED 332 735                              JC 910 231
Thomas, Timothy R.
Integrated Humanities: A Participatory Course for a Multi-Cultural Environment.
Los Alamos National Lab., NM. Center for Nonlinear Studies.
Pub Date—19 Mar 91
Note—23p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activity Units, American Indians, *Class Activities, Community Colleges, Course Content, Course Descriptions, *Cultural Education, Cultural Interrelationships, Cultural Pluralism, Educational Innovation, *Experiential Learning, General Education, Hispanic Americans, Holistic Approach, *Humanities Instruction, *Interdisciplinary Approach, Two Year Colleges, Western Civilization
Identifiers—*Cultural Literacy, Northern New Mexico Community College
A course description and syllabus are provided for "Integrated Humanities," a general education course taught at Northern New Mexico Community College to provide students with a solid, reliable knowledge base and framework upon which to build future educational experiences. Following introductory material, a syllabus for students is presented, reviewing course strategies and goals, the instructor's expectations, and grading policy. The syllabus provides descriptions of 30 week-long units structured around an academic lecture and a related activity designed to illustrate the relationship between the lectures and actual life experiences (e.g., recording the moon's phases, making an obsidian blade, visiting a subculture, deducing the grammatical structure of an artificial language, and designing a fallout shelter). The units are: (1) Matter, Time, and Scale; (2) Molecules, Emergent Properties, and Life; (3) Ecology without Man; (4) The Enormous Gap (between apes and humans); (5) Ice Age Man; (6) The Domestication of Plants; (7) The Fundamentals of Civilization; (8) Greeks and the Power of Philosophy; (9) The Glory of Greece; (10) Jews, Romans, and Christians; (11) The Dark of Europe and the Light of Islam; (12) Medieval Europe; (13) The European Discovery of Greece; (14) Eras in Conflict—Cortez vs. Montezuma; (15) Reason, Romanticism, Revolution; (16) The Industrial Revolution; (17) War and Technology; (18) Medicine and Population; (19) Epistemology; (20) Society and Its Power; (21) Alienation and Culture; (22) Madness, Mysticism, and Magic; (23) Math and the Description of Reality; (24) Language, Communication, and Social Reality; (25) Literature as Mirror; (26) Form and Design; (27) Visual Art and Self-Expression; (28) To Dance and Sing; (29) All the World's a Stage; and (30) The Future. Each unit description includes 10 new terms for students, and suggestions and explanations for the instructor. (PAA)

ED 332 736                              JC 910 239
Dance, Terry
Leadership & Spirit: Rejuvenating an Organization from the Bottom Up.
Pub Date—14 May 91
Note—43p.; Paper presented at the Annual Conference of the Association of Canadian Community

Colleges (Winnipeg, Manitoba, Canada, May 1991).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Organization, Case Studies, Community Colleges, Foreign Countries, Higher Education, *Leadership, *Leadership Qualities, *Leadership Styles, Literature Reviews, *Program Effectiveness
Using a case study which documents the creation of the Access and Program Development Division at George Brown College, a large urban community college in Ontario, Canada, this paper explores the nature of leadership in educational management. Introductory material argues that leadership in management should be defined as a performing art rather than a science. Next, a four-page literature review examines the trend away from a structured, goal-directed approach to management towards a more spiritual, self-reflective one, and contrasts works on traditional and nontraditional approaches to leadership. The case study is then presented in the following sections: (1) The Parable of the Seeds, or the Story of the Access Division; (2) Access Division—History and Achievements, reporting quantifiable indicators of success on the futures program, academic upgrading, services for the hearing impaired and special needs students, and community outreach; (3) tables examining the Access Division's structure and achievements for 1989-91; (4) an analysis of the case study, using a framework which centers structure, people, politics, and symbols/spirit; and (5) a conclusion, underscoring the importance of the leader's ability to view the organization through multiple lenses. Attachments include "One Leader's Creed for the Workplace," 20 references, and an information flyer on the Access Division. (JMC)

ED 332 737                              JC 910 240
Oregon Office of Community College Services: Profile, 1989-90.
Oregon State Dept. of Education, Salem. Office of Community Coll. Services.
Pub Date—May 91
Note—108p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Faculty, Community Colleges, *Educational Finance, Enrollment, Facility Inventory, Full Time Equivalency, *Institutional Characteristics, Profiles, Services, State Surveys, *Student Characteristics, Tables (Data), Two Year Colleges
Identifiers—*Oregon
A profile is provided of the 16 Oregon community colleges and their students, personnel, finances, and services for the academic year 1989-90. First, a listing provides the address, phone number, and chief administrative officer of each college. The next section focuses on the colleges' students, providing numerous tables on such topics as: numbers of full-time equivalent (FTE) students by program by institution; unduplicated headcount by institution; percentage distribution of enrollment by headcount by instructional program; the change in FTE from 1988-89 to 1989-90 by institution and program; systemwide headcount by gender, age, county of residence, and racial/ethnic distribution; and public high school graduates in the college districts, 1980-90. Information is then provided on faculty and staff, such as full-/part-time status, gender, salaries, and racial/ethnic distribution. The next tables present financial data, including general fund operating revenues and expenditures; direct instructional costs by program; costs per FTE; property taxes; tuition rates; financial aid expenditures; and the relationship between community college costs and state appropriations. Three tables are then provided on the system's facilities, including inventories of the total available area, the area distribution by major use category, and the distribution of assignable areas per FTE by major use category. Finally, information is presented on programs and services, including data on libraries; contracted out-of-district FTE's, and costs and resources; developmental education FTE, headcount by age, and headcount by race; statewide general education development; and small business development centers. Brief glossaries and notes are included at the beginning of each section. (JMC)

ED 332 738                              JC 910 242
Clegg, Ambrose A.    And Others

Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.
Pub Date—4 Apr 91
Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, *Academic Standards, Black Students, Case Studies, *College Transfer Students, Community Colleges, *Grade Point Average, Graduation Requirements, Graphs, Higher Education, *Minority Groups, School Statistics, Tables (Data), Two Year Colleges, Universities
Identifiers—Cuyahoga Community College OH, Kent State University OH
In 1989, Ohio's Kent State University (KSU) Office of Admissions and Records developed a list of 1,404 students who had transferred from Ohio's Cuyahoga Community College (CCC) to KSU between 1979 and 1989. Demographic, enrollment, academic performance, and graduation data were analyzed to determine the impact on transfer students of a proposed increase in the minimum acceptable KSU grade point average (GPA) from 2.00 to 2.50 or 2.75. Major findings of the study included the following: (1) nearly 85% of the KSU transfer students were white, and 12.4% were black, while at CCC, approximately 60% of the student population were members of minority groups; (2) the average age of the transfer students was 23, while the average age of CCC students was 29; (3) for transfer students, the average high school GPA was 2.46, and American College Testing math and verbal scores were at the 37th and 22nd percentiles compared to other KSU students; (4) 43.5% of the transfer students had graduated between 1979 and 1983, taking about 3.5 years to complete the degree program at KSU, a percentage slightly higher than the cumulative graduation rate of 41% for all other KSU students; (5) the mean GPA for the 451 students who graduated was 2.90, with black students averaging 2.45, black males averaging 2.21, and women performing better than men in all subgroups; (6) for the 428 transfer students who were currently enrolled, the mean GPA was 2.47, and for the 446 students who were not currently enrolled, the mean GPA was 1.99; and (7) raising the GPA standards to 2.50 would result in a 20% drop in the number of CCC transfer students who would graduate from KSU; and if the standard were raised to 2.75, a 40% drop would result, affecting black transfer students most by sharply reducing the number of graduates and placing more than 70% on probation. Extensive data tables and graphs are provided. (JMC)

ED 332 739                              JC 910 250
Starrett, George S.
Junior College Teacher Load Index. A Method for Measuring Teaching Load. Form H.
California Teachers Association, Burlingame.
Pub Date—70
Note—48p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Faculty, Community Colleges, *Compensation (Remuneration), Computation, Definitions, *Faculty Workload, *Mathematical Formulas, Models, Tables (Data), Teacher Responsibility, *Teaching Load, Two Year Colleges, Working Hours
Identifiers—*California
The Teacher Load Index, a simplified method of comparing the teaching load of individuals in the California junior and community colleges, is presented in this report. First, the load measurement problem is addressed, revealing the inadequacies of the Credit Unit and the Weekly Student Contact Hour systems for measuring teacher load. Then, a series of basic assumptions concerning junior colleges and their staffs are outlined as a basis for developing a new index. Elements of teaching load (i.e, class instruction, institutional instructional assistance, institutional responsibility load, and professional improvement load) are then described, followed by a formula for measuring the teaching load. Next, advantages of the index and the index computational procedure are presented, including specific examples of computation. Tables outline course, class size, and preparation factors to be considered when applying the index. Next, special ap-

plications of the index are presented for unlimited class size, part-time teachers, simultaneous classes, sub classes, differential lecture-labs, and integrated lecture-labs. Finally, the utilization of the index is reviewed, explaining how the index can be applied to equalize loads or to adjust remuneration for individual teachers, or within departments and institutions. Relevant background data are also included. (JMC)

**ED 332 740** JC 910 254

*Hisle, W. Lee And Others*

**A Basis for Excellence: A Plan for the Development of Learning Resource Services. To Accommodate the Northridge and Riverside Campuses: To Develop Collections at Southwest Center, Rutherford and 620 Oaks; To Improve Student Access to the LRS Collections.**

Austin Community Coll., Tex.
Pub Date—Mar 89
Note—49p.
Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Budgets, College Libraries, Community Colleges, Costs, *Learning Resources Centers, *Library Development, Library Expenditures, *Library Facilities, Library Networks, Library Services, Two Year Colleges, *User Needs (Information)
Identifiers—Austin Community College TX, *Library Closings

Designed by Austin Community College's (ACC's) Learning Resource Services (LRS) Management Team, this plan explores the development of the LRS in preparation for the 1989 closure of the college's Ridgeview (RDV) campus, and the opening of the Northridge (NRG) and Riverside (RVS) campuses. First, the plan's executive summary lays out recommendations concerning the relocation of the RDV library's collection, the funding of a new learning resources center at RVS over a 5-year period, the development of circulating collections at the off-campus centers, and the use of technology to improve access to all LRS collections. Next, a summary of recommended expenditures for the development of the LRS for Fiscal Year 1989 is presented. A description of LRS at ACC is provided next, focusing on library and media services, and computer-based instruction. The next section assesses the current status of LRS at the two campuses in terms of the Dynix Automation System which controls the circulation system and public access catalog, and LRS agreements with area libraries. This section also looks at accreditation criteria and results, highlighting the projections, suggestions, and recommendations offered by ACC's accreditation self-study and visitation teams in 1982 and their current status. After restating the LRS Management Team's recommendations, the report presents the development principles underpinning the recommendations, and the advantages and disadvantages of the proposed plan. The remainder of the report consists of tables detailing the costs of LRS development. An LRS newsletter focusing on library automation is attached. (PAA)

**ED 332 741** JC 910 258

*Bragg, Debra D.*

**Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Ain-Shams Univ., Cairo (Egypt). Inst. of Environmental Studies and Research.; Illinois Council of Public Community Coll. Presidents.
Pub Date—Oct 90
Note—37p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Role, Community Colleges, Economic Development, *Employment Programs, Job Skills, Job Training, *School Business Relationship, Skill Development, State Surveys, Technical Assistance, *Technical Education, *Technological Advancement, *Technology Transfer, Two Year Colleges
Identifiers—*Illinois

In 1990, the Illinois Council of Public Community College Presidents (ICPCCP) commissioned a survey to document the current capacity and future potential of the Illinois Community College System (ICCS) to provide technology transfer assistance to

the commercial marketplace and the public sector. An extensive questionnaire was developed and mailed to all 45 chief executive officers (CEOs) systemwide to obtain information related to technology transfer programs, policies, and resources. Key findings, based on a 93% response rate, included the following: (1) nearly all responding colleges offered a wide range of technology transfer products and services, such as technical assistance with current technologies; information and resources for small businesses, entrepreneurs, and inventors; and customized contract training; (2) a majority of the colleges had formed partnerships with government, business and industry, and/or other educational institutions to facilitate technology transfer; (3) over 75% of the colleges reported that local business and industry had additional technology transfer needs in such areas as basic skills enhancement and advanced manufacturing technology training; (4) over one-half of the colleges regularly evaluated technology transfer programs through informal communications, surveys, or interviews; and (5) over 80% of the colleges provided salary supplements or stipends to full-time faculty participating in technology transfer efforts. Based on survey findings, the ICPCCP offered five recommendations, concerning college and systemwide administrative policies, partnerships, funding, faculty development, and formal evaluation, for the advancement of the ICCS's technology transfer function. (JMC)

**ED 332 742** JC 910 259

**Community College Involvement in Contracted Training and Other Economic Development Activities. A Report of a National Survey.**

American Association of Community and Junior Colleges, Washington, D.C.
Pub Date—[91]
Note—48p.
Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Economic Development, *Employment Programs, *Federal Aid, Federal Programs, Financial Support, *Job Training, National Surveys, Performance Contracts, Questionnaires, *School Business Relationship, Tables (Data), Technical Institutes, Two Year Colleges, *Vocational Education
Identifiers—*Customized Training

In 1989, a national survey sponsored by the National Center for Research in Vocational Education was conducted of a random sample of 246 public community, technical, and junior colleges to ascertain the extent of the colleges' economic development activities outside of the regular curriculum, such as customized training, short-term vocational classes and workshops, and consultations with small businesses. In addition, the study sought to examine those college services receiving federal funds from the Job Training Partnership Act (JTPA) and the Vocational Education Act (VEA). Major findings, based on a 72% response rate, included the following: (1) 93% of the responding colleges offered at least one contract training course to public or private employers, although a large percentage of the total number of courses offered and students served was derived from a minority of institutions; (2) over 90% of the colleges offered job-specific skills courses, while 60% provided basic academic skills courses as part of contract education; (3) on average, 67% of the job-related courses offered were customized, while 29% of the apprenticeship, basic skills, and "other" courses were tailored to meet employer needs; (4) 31% of the contracted courses offered per college allowed students to earn credit; (5) 72% of the colleges' contract-training clients were private firms, and 20% were public agencies; (6) in addition to contract education, approximately 33% of the colleges provided special services to small businesses, 18% helped businesses obtain loans or financing, and 13% provided assistance in procuring contracts; and (7) during 1988-89, 80% of the colleges received funds provided by the VEA, while 50% were direct recipients of JTPA funds. The survey instrument is attached. (JMC)

**ED 332 743** JC 910 262

*Kempner, Ken And Others*

**Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.**

Oregon Univ., Eugene. Div. of Educational Policy and Management.
Pub Date—Feb 91
Note—24p.

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, College Choice, College Credits, *College Environment, College Students, *College Transfer Students, Community Colleges, Educational Quality, Followup Studies, Grade Point Average, Graduate Surveys, Higher Education, *Participant Satisfaction, Questionnaires, *Student Attitudes, Tables (Data), Two Year Colleges, Universities
Identifiers—*Lane Community College OR, *University of Oregon

In 1991, a survey was sent to a random sample of University of Oregon (UO) students who had attended Lane Community College (LCC) between winter 1988 and spring 1990. The purpose of the survey was to investigate the perceptions and opinions of former LCC students concerning their community college and transfer experiences. Major findings, based on a 20% response rate (N=305), included the following: (1) the most frequently cited primary reasons for choosing to attend LCC were cost (31%), location (17%), to gain confidence (11%), and desired courses and programs offered (10%); (2) secondary reasons for choosing to attend UO were the courses and programs offered (41%) and location (32%); (3) the respondents' mean high school grade point average (GPA) was 3.18, while their mean LCC GPA was 3.42; (4) 81% of the respondents reported that they had not earned a two-year degree before transferring to UO; (5) nearly 30% reported that some of the credits they had earned at LCC were not transferable to UO; (6) 77% were pleased with the academic preparation they had received at LCC and would recommend that a friend attend the college and then transfer to UO; and (7) 55% felt that classes at LCC had been moderately difficult. Common responses to open-ended questions are provided, and the 64-item survey is attached. (JMC)

**ED 332 744** JC 910 263

*Starrfield, Susan*

**A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.**

South Mountain Community Coll., Phoenix, AZ.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—91
Note—109p.
Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Graduates, College Outcomes Assessment, *College Transfer Students, Community Colleges, Comparative Analysis, Followup Studies, Individual Development, Literature Reviews, Outcomes of Education, *Participant Satisfaction, Predictor Variables, Statistical Analysis, *Student Attitudes, *Student Characteristics, *Student Educational Objectives, Student Employment, Success, Telephone Surveys, Two Year Colleges

A study was conducted in 1989 at South Mountain Community College (SMCC) to identify first-time college students who had earned 12 semester hours of transferable credits at SMCC since 1984 and to identify the students within this group who actually transferred. Once these students were identified, they were described in terms of age, ethnicity, sex, grade point average (GPA), entry status, marital status, high school graduation status, goal upon SMCC entrance, number of Maricopa Community College District colleges attended, credits earned at SMCC, developmental credits earned at SMCC, and college-level credits earned. In addition, their progress was tracked through their enrollment history at SMCC and in the district, transfer information provided by state colleges and universities, and telephone interviews focusing on student satisfaction with services and programs and their educational and occupational activities and goals. From the 628 new incoming students who entered SMCC in fall 1984, 92 were identified as having completed more than 12 credit hours at SMCC in college-level courses. Of this group, 12 were identified as transfer students by the universities (7 Arizona institutions), and 32 agreed to participate in the telephone survey. Selected findings included the following: (1) before attending SMCC, 46.9% of students had primarily been working and 31.3% had primarily been attending high school; and 78.1% were working full-time at the time of the survey; (2)

31.3% indicated that it was very likely or somewhat likely that they would transfer to a four-year institution within the next five years, while 40.6% indicated that it was at least somewhat likely that they would earn a four-year degree over the same time period; and (3) students tended to be satisfied or dissatisfied in equal proportions with their goal achievement at SMCC, with goal strength and GPA the best predictors of perceived goal achievement. A series of recommendations and a literature review are included. (JMC)

**ED 332 745**                           **JC 910 264**
*Clagett, Craig A.*
**Institutional Research: The Key to Successful Enrollment Management.**
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
Pub Date—May 91
Note—42p.
Pub Type— Guides - General (050)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—College Administration, College Planning, Community Colleges, *Data Analysis, *Data Collection, Educational Researchers, *Enrollment, *Enrollment Influences, Enrollment Projections, *Institutional Research, Research Administration, *Research Utilization, Two Year Colleges, Two Year College Students
Enrollment management includes the processes and activities that influence the size, shape, and characteristics of a student body by directing institutional efforts in marketing, recruitment, admissions, pricing, and financial aid. Institutional research plays an essential, if not the key, role in enrollment management. This report discusses the types of research questions that must be addressed at each stage of the student college experience; reviews the literature on enrollment management; lists performance monitoring indicators during the recruitment and retention phases and the appropriate collection methods for such data; describes strategies for data management; lists sample student tracking data elements relevant to the entry phase, term-by-term progress assessment, and follow-up of graduates and leavers; and describes the purposes and uses of regression analysis, factor analysis, cluster analysis, and discriminant analysis. The following four principles for data application are also discussed: (1) constructing separate longitudinal files for tracking selected student cohorts; (2) including data elements for analysis of specific student subgroups; (3) conducting survey research to illuminate key student decision points; and (4) examining both the college policy environment, and the views and needs of the student. Data presentation principles are also discussed, including matching format to the analytical sophistication and learning preferences of recipients of the information; avoiding statistical jargon; and using executive summaries, graphics, tables, analogies, and verbal aids appropriately. Sample reporting tables and graphs, and a 30-item bibliography are included. (PAA)

**ED 332 746**                           **JC 910 265**
**Working with Underprepared Students: Strategies from Faculty.**
Long Beach City Coll., Calif.
Pub Date—87
Note—132p.; Partially funded by the John W. Porter Trust.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Academic Advising, Community Colleges, Diagnostic Tests, *Educationally Disadvantaged, *Educational Resources, Faculty Handbooks, High Risk Students, Minimum Competencies, Questionnaires, *Student Evaluation, *Student Personnel Services, Student Placement, *Teacher Attitudes, *Teaching Methods, Two Year Colleges
Identifiers—Long Beach City College CA
Compiled from a 1986 survey of Long Beach City College (LBCC) faculty, this guidebook provides a wide range of information on the underprepared student. Introductory material reviews basic assumptions and common points of agreement concerning underprepared students and stresses the need for sharing approaches to assisting the large numbers of academically underprepared who now attend community colleges. Next, a section on assessment is provided, looking at what assessment and matriculation have to offer the underprepared

student, California state guidelines, informal and formal diagnostic techniques, and on-going sources of diagnostic information. The next section explores instructor intervention, covering methods for working with underprepared students, including class organization techniques, presentation methods, reinforcement techniques, testing procedures, individualized assignments, handouts, teaching study skills, peer support and group study, student feedback, individual counseling, and instructor attitudes and behavior. The final section provides a directory of LBCC resources of interest to underprepared and other students. Each entry in the directory lists key services provided, eligible students, procedures for using the services, hours, location, telephone number, contact person, and any special equipment offered. Appendixes include the faculty questionnaire, and an extensive sample of instructional materials designed to assist the underprepared student submitted by the surveyed LBCC faculty. An evaluation form for the guidebook is also attached. (JMC)

**ED 332 747**                           **JC 910 266**
*Assar, Kathleen E.*
**Dimensions of Diversity: The Fenway Middle College High School Comes to Bunker Hill Community College.**
Pub Date—18 Apr 91
Note—12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (71st, Kansas City, MO, April 13-16, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—College Bound Students, College Environment, *College Preparation, *College School Cooperation, Community Colleges, *Cooperative Programs, Dual Enrollment, Educational Attainment, High Schools, *High School Students, Program Design, Program Implementation, Two Year Colleges
Identifiers—Bunker Hill Community College MA, *Middle Colleges
The "Middle College" concept, first developed at LaGuardia Community College in New York and successfully replicated at 18 other colleges around the country, brings a group of high school students onto a college campus where they receive some or all of their high school education. By exposing students to the college environment, such programs seek to encourage them to attend a community college upon completion of high school. In September 1990, the Fenway Middle College High School opened on the Bunker Hill Community College (BHCC) campus in Boston, becoming the first program of its kind in New England. The decision to initiate the program was based on the fact that Fenway's graduation rate was 88% (28% higher than the Boston city-wide average); that Fenway's existing relationship with Children's' Hospital, allowing students to work in a health care setting, fit nicely with BHCC's health care degree programs; and that both schools had similarly diverse student populations. To encourage acceptance of the program at BHCC, memos were distributed, and faculty and staff were invited to the program opening to meet the Fenway teachers. In addition, a task force was established bringing together teachers and staff from both schools. To implement the program, BHCC provided office and classroom space, access to college services, and limited enrollment in college-level courses. Financed by the Boston Public School System, the program began with 150 high school students. Accomplishments in the first year included a joint mentoring and tutoring program and a teach-in on the Persian Gulf crisis. A currently enrolled Fenway student's perspective suggests that the program has the potential to instill a sense of freedom and responsibility in participants. (PAA)

**ED 332 748**                           **JC 910 267**
*Capps, Joan  Schueler, Paul*
**Understanding Scientific Ideas: An Honors Course.**
Pub Date—[91]
Note—17p.
Pub Type— Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, Course Content, Course Descriptions, *Course Objectives, Holistic Approach, *Honors Curriculum, *Interdisciplinary Approach, Mathematics Instruction, *Philosophy, Science History, *Science Instruction, *Scientific Concepts, Two Year Colleges,

Writing Assignments
At Raritan Valley Community College (RVCC) in New Jersey, an honors philosophy course was developed which taught mathematics and science concepts independent of computational skill. The course required that students complete a weekly writing assignment designed as a continuous refinement of logical reasoning development. This refinement was facilitated by peer-written responses to the essays by each member of the class. Readings for the class, including T. S. Kuhn's "The Structure of Scientific Revolutions" and J. W. Knedler, Jr.'s "Masterworks of Science," facilitated an examination of the art form present in high-order scientific thought as evidenced in a sample of original works by Newton, Einstein, Galileo, and other prominent scientists. Topics addressed in the course included the following: (1) the contributions of the ancients to scientific and mathematical thought; (2) the concept that mathematical truth can be called time-dependent; (3) Plato's conviction that the study of mathematics is essential in the cultivation of philosophers; (4) Aristotle's contributions as the systematizer of deductive logic and as a writer on physical subjects; (5) Euclid's "Elements" as the "Bible of Mathematics"; (6) ideas of space under Euclidean, non-Euclidean, and relativistic theory; (7) inductive reasoning as a necessary component of the thought processes used by mathematicians; (8) Leibniz's and Newton's contributions to calculus; (9) the computer revolution of the 20th century; (10) theories of light, electricity, geocentricity, and relativity; and (11) chemistry, alchemy, biology, physics, and DNA. The underlying premise of the course was that logical principles and analogical reasoning, regulated by doubt and the scientific method of formulation and testing of hypotheses, broadened students' knowledge and understanding of science. (JMC)

**ED 332 749**                           **JC 910 268**
*Rubadeau, Duane O.  And Others*
**Standardized Testing. The Teacher's & Instructor's Guide.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—90
Note—31p.
Pub Type— Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Community Colleges, Elementary Secondary Education, Foreign Countries, *Standardized Tests, Teaching Guides, Testing Problems, *Test Interpretation, Test Norms, *Test Reliability, Test Results, *Test Selection, *Test Use, *Test Validity, Two Year Colleges, Two Year College Students
Designed to assist community college practitioners in understanding and utilizing standardized test results for making instructional, guidance, and administrative decisions, this three-part guidebook examines the uses of test results, the evaluation of standardized tests, and procedures for interpreting test scores. Section I discusses the reporting of test performance, and reviews the functions of number ordering and ranking as they relate to test scoring. This section includes an examination of the nominal, ordinal, interval, and ratio measuring scales, and the data organizing procedures of two-way classification, qualitative classification, ranking, and scores expressed in uniform units. Section II reviews factors to consider when selecting a test, presents a 14-item test evaluation outline, cites sources for information about tests, and describes test evaluation criteria, including content validity, construct validity, predictive validity, face validity, reliability, standardization, and norms. The final section presents a 12-step test interpretation procedure oriented around student involvement (i.e., a procedure that allows students to apply the test results to their own educational, vocational, and personal circumstances and decisions). The 12 steps include discussing the test; inquiring about students' feelings while taking the test and their perceptions of why the test was selected; discussing norm groups; asking students to estimate their performance; discussing the use of ranges in test interpretation; providing self-estimate forms; and discussing actual scores. A list of sources for information about standardized tests is appended. (PAA)

**ED 332 750**                           **JC 910 269**
**Building Partnerships with Agencies & Employers To Help High Risk Students Succeed. The AACJC/Kellogg Beacon Colleges Initiative.**
American Association of Community and Junior

Colleges, Washington, D.C.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—Apr 91
Note—96p.; A collaborative effort of Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, Rogue Community College. Includes introductory comments presented by Dawn Marges at the Annual National Convention of the American Association of Community and Junior Colleges (71st, Kansas City, MO, April 13-16, 1991).
Pub Type— Guides - General (050) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, *Consortia, *High Risk Students, *Intercollegiate Cooperation, *Job Training, Program Descriptions, *School Business Relationship, Tables (Data), Two Year Colleges
Identifiers—*Partnerships in Education
    The American Association of Community and Junior Colleges' (AACJC's) Beacon College Project requires a Beacon College to form a consortium with five to ten associate community colleges (CCs) for the purpose of furthering the recommendations of the AACJC Futures Commission report regarding the building of communities. In Oregon, Chemeketa Community College (CCC) is the Beacon College, and Blue Mountain CC, Clackamas CC, Lane CC, Mount Hood CC, and Rogue CC are the other members of the consortium. The colleges are focusing on ways to build partnerships with community agencies and employers to help high risk students succeed in education and the work force. The consortium meets quarterly to share practices that promote partnerships that ensure more comprehensive student assessment and assistance in goal planning, more seamless transitions between program components and agencies, more successful educational and job placement, better coordinated support services, and more effective tracking and reporting. This document consists of: (1) Dawn Marges's remarks at the AACJC 1991 convention regarding CCC's Beacon Project, which provide an overview of the project and brief descriptions of three successful CCC partnerships; (2) a list of eight steps involved in developing collaboration; (3) Winter 1991 and Spring 1991 issues of "Beacon Bulletin," a quarterly newsletter for faculty and staff working with high-risk students, highlighting challenges and promising practices; (4) a one-page description of the CCC Family Resource Center; and (5) a directory of programs and projects involving CCC and the other members of the consortium in collaboration with agencies or employers. For each college in the consortium, the directory lists the name of the project, its major purpose and activity, the contact person, telephone number, division/department, external partners, funding, end date, future plans, printed/video materials available, and target group (e.g., dislocated workers, minorities, corrections, homeless). (JMC)

**ED 332 751**                    **JC 910 270**
*Rubadeau, Duane O. And Others*
**Appropriate Testing**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Report No.—ISBN-0-921087-16-0
Pub Date—90
Note—101p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Achievement Tests, Community Colleges, *Educational Testing, Elementary Secondary Education, Foreign Countries, *Standardized Tests, *Teacher Made Tests, *Test Construction, Test Format, *Testing Problems, Test Selection, *Test Use, Two Year Colleges
    Intended as a guide in the development of a sound evaluation program utilizing both instructor-produced and standardized tests, this booklet presents a practical, understandable rationale for the development and use of both kinds of testing in the educational setting. Section I discusses the functions of measurement, offering a rationale for assessing the potentialities and achievements of students. Section II addresses the question of the purpose of measurement, arguing that the major decision regarding a college's testing program is determining what to measure. Section III provides instructors, counselors, and administrators with a review of some of the generally accepted assessment devices for aptitude and achievement that are in general use in the

schools. Section IV focuses on the development of the classroom test, including information on test organization and individual differences in organization. Section V covers practical considerations in testing, such as the consistency of testing and the appropriate time for testing. Section VI discusses problems in measurement, while section VII considers the selection of test items and types of items (i.e., multiple choice, matching, true-false, and essay). Section VIII discusses the principles for developing test items offering examples of good and poor items of each type. Section IX covers organizational components of classroom tests, including format, arrangement and ordering, correct response distribution, scoring, directions, correcting for guessing, and pretesting. Selected sample tests and a glossary are attached. (JMC)

**ED 332 752**                    **JC 910 271**
*Rubadeau, Duane O. And Others*
**A Guide to Motivational Procedures for Instruction.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—Nov 84
Note—22p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Educational Psychology, Foreign Countries, Higher Education, *Incentives, *Learning Motivation, Models, Self Motivation, *Student Motivation, Teacher Effectiveness, *Teacher Influence, Teacher Student Relationship, Teaching Guides, *Teaching Methods
    Designed to provide community college instructors with an understanding of how to improve the motivational level of their students, this four-part guidebook reviews theoretical concepts and offers practical advice concerning student motivation and frustration. Section I provides an overview of both intrinsic and extrinsic motivation and of conditions that may lead to frustration. Section II lays out Abraham Maslow's theory of motivation, emphasizing his hierarchy of needs. Following a brief introduction to motivation and instruction, the concept of psychological and physiological arousal, including its sources, its relationship to motivation and to learning are explored. The relationship between learning and anxiety is also examined. Then, a summary is provided of the educational implications of the theories and concepts included in this section. Next, section III describes the techniques employed by instructors to promote extrinsic motivation, including the use of verbal reinforcement, the element of surprise, familiar examples, games and simulations, test results and grades, and the transfer of learning. This section also offers guidance on dealing with competing motives, and reducing negative factors in the instructional setting. Finally, section IV explores the influence of social conditions on motivation, including social factors affecting both students and instructors, and the social atmosphere of courses and programs. (JMC)

**ED 332 753**                    **JC 910 272**
*Rubadeau, Duane O. And Others*
**A Short Guide to Instructional Techniques.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—Mar 83
Note—51p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classroom Techniques, College Faculty, Community Colleges, Educational Technology, Foreign Countries, Higher Education, Instructional Development, Instructional Innovation, Instructional Materials, *Learning Theories, *Teacher Effectiveness, Teaching Guides, *Teaching Methods, Teaching Models, *Teaching Skills, Teaching Styles, Theory Practice Relationship
    Designed to provide a concise description of traditional instructional techniques, as well as more recent technology-based techniques, this 11-part guidebook includes the following sections: (1) "The Value of Planning"; (2) "Aids to Effective Instruction," reviewing the reasons for employing learning objectives, Bloom's taxonomy of objectives for cognitive learning, and criticisms of objectives; (3) "Principles of Teaching Based on the Principles of Learning," which includes suggestions for effective teaching drawing on behavioristic theories, cognitive theories, and motivation and personality theories; (4) "The Functions of an Instructor," which

discusses presenting a stimulus, directing attention, acting as a model for terminal behavior, furnishing external clues, guiding the direction of thinking, developing transfer of knowledge, evaluating learning, and providing feedback; (5) "Major Teaching Styles," which reviews the didactic and heuristic teaching approaches; (6) "Common Instructional Techniques," which includes a discussion of the role of group size; (7) "Individualized Instruction," which explores packaged programs, flexible programs, personal individual programs, and independent study; (8) "Small Group Instruction," which discusses team projects, discovery learning, and group discussions; (9) "Lecture Instruction," which examines small- and large-group lectures, listening skills, attending to signal changes, retroactive inhibition, and control of classroom behavior; (10) "Mastery Learning"; and (11) "Current Instructional Innovations," including educational games, team teaching, programmed instruction, computer-assisted instruction, personalized systems of instruction, and interactive video. (PAA)

**ED 332 754**                    **JC 910 273**
*Rubadeau, Duane O. Rubadeau, Ronald J.*
**Writing Course or Program Outlines.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—Mar 83
Note—34p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Course Content, *Course Descriptions, *Course Objectives, *Course Organization, Foreign Countries, Higher Education, Teacher Role, Teaching Guides, Two Year Colleges
    Designed for community college instructors, this guidebook offers step-by-step instructions on the construction of clear-cut, well-defined, meaningful course or program outlines for students. Following a brief preface, which underscores the importance of a well-constructed outline, the first section reviews the following key components: (1) the name of the course or program and the sponsoring college or institution; (2) the instructor's name; (3) the location of the instructor's office; (4) the instructor's office hours; (5) the instructor's college and/or home telephone numbers; (6) a brief course or program description; (7) a description of the instructional procedures (e.g., lectures, discussions, role-playing, field trips) to be employed; (8) the textbooks and/or assigned readings and their sources; (9) the procedures for evaluating students' performance, including the relative worth of each assignment toward the final course or program grade ; (10) the content outline, explaining in detail the material to be covered during the course or program; and (11) the objectives, specifying the concrete knowledge and skills the instructor expects the student to acquire through the course or program. Appendix A provides a six-page sample course outline for "Psychology 102," and appendix B offers a detailed outline of policies and procedures related to the grading and evaluation of student performance, and a self-paced learning module, directing the instructor to consider course rationale, elaborations, learning activities, performance assessment, and resources when developing outlines. (JMC)

**ED 332 755**                    **JC 910 274**
*Rubadeau, Duane O. Rubadeau, Ronald J.*
**Guidelines for Grading.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—May 83
Note—37p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Community Colleges, *Evaluation Criteria, Foreign Countries, *Grades (Scholastic), *Grading, Higher Education, Scores, *Scoring, Statistical Analysis, *Student Evaluation, *Testing Problems, Two Year Colleges
    Designed to assist community college instructors in the difficult task of grading students, this seven-part guidebook provides philosophical, theoretical and practical advice. Section I covers common problems associated with grading, the need for grades, and the link between grades and subsequent performance. Section II, "Limitations of Grades," addresses the tendency for grades to lack clear definition and to be unreliable; and examines absolute versus relative grading systems. In section III, "Grading Achievement Versus Related Factors,"

## 130    Document Resumes

grades based on improvement and criterion referenced grading are explored. Section IV, "The Single Versus the Multiple Grading System," looks at the number of grades on the grade scale, whether letters or numbers should be used to denote grades, and the meaning of grades. Section V, "Basing Grades on Composite Scores," is followed by sections providing a short bibliography and a glossary of terms. (JMC)

**ED 332 756**                              JC 910 275
*Rubadeau, Duane O. And Others*
**A Short Guide to Understanding Individual Differences.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—Nov 83
Note—23p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, Community Colleges, Educational Environment, Foreign Countries, *Individual Differences, *Intelligence Differences, *Intelligence Quotient, *Learning Problems, *Learning Processes, Nature Nurture Controversy, Social Differences, Social Influences, Teaching Guides, Thinking Skills, Two Year Colleges
This four-part guide is designed to help community college instructors understand and respond to individual differences in their students. First, the preface lays out a framework for an in-depth examination of individual learning differences by posing the following questions: (1) Is learning a single function or a composite of different types of abilities? (2) What is the relationship between ability to learn and intelligence? (3) Are individual differences in learning related to differences in students' personality characteristics? and (4) Is there a relationship between the learning assessed in the experimental-laboratory setting and the learning that occurs in the classroom setting? Following section I, which briefly discusses nature-nurture conditions as they relate to individual differences, section II covers cognitive factors, examining intelligence quotient (IQ), types of IQ tests, mental processes, and additional factors influencing IQ. In section III, cognitive style is explored, including types of cognitive style tests; IQ, cognitive style, and instruction; and the relationship between cognitive style and student behavior. Finally, section IV looks at cultural and physical factors that influence individual differences, including a discussion of racial and ethnic differences, physical differences, and physical and social differences in the classroom. (JMC)

**ED 332 757**                              JC 910 276
*Rubadeau, Duane O. Garrett, Bill*
**A Short Guide to the Writing of Instructional Objectives.**
College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.
Pub Date—Aug 83
Note—57p.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, Community Colleges, Course Descriptions, *Course Objectives, *Educational Objectives, Educational Planning, Foreign Countries, Teaching Guides, Two Year Colleges
Identifiers—*Blooms Taxonomy
Designed to assist community college instructors in the development of objectives for a course or program, this guidebook applies Bloom's Cognitive Taxonomy to the process of writing objectives. First, a short preface underscores the importance of instructional objectives in the design and delivery of education. Next, part I provides a pre-test on the taxonomy, allowing instructors to assess their understanding of the different levels of complexity of behavioral objectives. Then, part II examines Bloom's six levels of cognitive complexity (i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation), offering an exercise for developing skill in writing objectives which correspond to each level. This section concludes with a mastery test on Bloom's levels of objectives in the cognitive domain, and a test scoring key. Finally, section III covers common pitfalls and problems in writing objectives, offering advice for producing objectives that direct students, rather than describe course content; that describe expected student performance; that are technically and clearly written; and that contain the instructor's evaluation criteria.

Suggestions for further reading are included. (JMC)

**ED 332 758**                              JC 910 277
*Fox, Richard N.*
**Implementation of the Student Right-to-Know and Campus Security Act: What We Can Learn from Experiences with Track Record Disclosure Requirements.**
Kingsborough Community Coll., Brooklyn, N.Y.
Pub Date—Feb 91
Note—10p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Community Colleges, *Compliance (Legal), Disclosure, *Educational Legislation, Government School Relationship, *Information Dissemination, Institutional Research, National Surveys, *Outcomes of Education, *Research Problems, Research Utilization, Two Year Colleges
Identifiers—*Student Right to Know and Campus Security Act, Track Record Disclosure Regulations
The Student Right-to-Know and Campus Security (SRKCS) Act, voted into law in late 1990, requires colleges and universities to disclose graduation rates and statistics on campus crime. For institutions offering sub-baccalaureate vocational and technical degrees, the Act supersedes Track Record Disclosure (TRD) Regulations requiring institutions to provide information pertaining to graduation, job placement, and successful completion of licensure and certification tests. Among the problematic aspects of the SRKCS Act are that it does not offer operational definitions of graduation rates, explain how to calculate success rates for incoming transfer students, describe disclosure procedures, or consider the vast research literature on the inputs, processes, and outcomes of the undergraduate experience. Other concerns about the SRKCS requirements relate to their fairness, usefulness, and costs, and the possibilities for misusing information and overextending a college's capacity to manipulate the required data. In an effort to determine how successfully different institutions handle such legislative requirements, and to shed light on the feasibility of implementing the SRKCS Act, surveys were sent to 320 two-year institutions nationwide requesting information on their responses to the previous TRD Regulations. Usable responses were received from 124 institutions for a 39% response rate. The study found that while 56.8% of the responding institutions stated that they were in compliance with the TRD Regulations, responses to individual survey questions revealed that only 31% had actually met the requirements of compliance. In addition, the responding institutions that had calculated graduation rates reported a variety of divergent methodological approaches and interpretations of the wording of the TRD Regulations. (PAA)

**ED 332 759**                              JC 910 279
*Cannon, Delinda T. And Others*
**Institutional Improvement: Making Assessment Work for You.**
Pub Date—25 Jun 91
Note—20p.; Paper presented at Annual Effectiveness and Student Success Conference (3rd, Greensboro, NC, June 23-25, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Academic Persistence, *College Outcomes Assessment, *College Planning, Community Colleges, *Educational Improvement, *Evaluation Criteria, Evaluation Methods, *Institutional Evaluation, *School Effectiveness, Two Year Colleges
Drawing from the experiences of South Carolina's Midlands Technical College (MTC), this paper offers guidelines for operationalizing institutional effectiveness and presents selected findings from MTC's efforts to assess institutional outcomes. The first section defines institutional effectiveness in terms of planning (i.e., a process documenting the intended purpose, direction, and expected outcomes of the college and providing foresight for policy formation and program development) and evaluation (i.e., a systematic process of measuring the college against its stated purpose and indicators of effectiveness in terms of accomplished outcomes). The next section identifies critical success factors, including accessible, comprehensive, high-quality programs; student satisfaction and retention; post-education satisfaction and success; economic development and community involve-

ment; sound resource management; and dynamic organizational involvement and development. Indicators of effectiveness related to these areas are also presented. After summarizing MTC's method for operationalizing institutional effectiveness, the paper describes MTC's academic program assessment system, and efforts to build student success and college effectiveness through retention tracking. Findings from these studies and the methods used to communicate results of effectiveness measures within the college are also reviewed. The concluding section summarizes the seven steps in MTC's operationalization of institutional effectiveness and offers recommendations for implementing a similar process at other institutions. (JMC)

**ED 332 760**                              JC 910 280
*Williams, John Noel, Karen*
**A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.**
Pub Date—6 Apr 91
Note—21p.; Paper presented at the American Educational Research Association Annual Meeting (72nd, Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, Administrator Characteristics, *Administrators, *College Choice, Community Colleges, Doctoral Degrees, *Education Work Relationship, *Employment Opportunities, *Job Satisfaction, School Surveys, Selection, Two Year Colleges
Identifiers—Employment Location
In April 1990, a survey was conducted of 3,800 two-year college administrators nationwide to ascertain the factors influencing their choice of location for administrative positions both before and after they received their doctoral degrees. The survey instrument consisted of 13 close-ended questions and one open-ended question. Over 80% of the administrators surveyed returned completed questionnaires. Responses to the open-ended questions were compiled and analyzed for the content and frequency of occurrence of opinions and keywords. Study findings included the following: (1) 70% of the total line-space in the open-ended section addressed issues of education, 38% included a discussion of career issues, and 10% reflected concerns about job location; (2) in the open-ended section, positive commentaries regarding the benefits of doctoral education outweighed negative commentaries by a ratio of more than 8 to 1; (3) the majority of respondents felt that "geographic location" played a major role in the personal decision-making with regard to place of employment; (4) among the issues discussed as moderating variables affecting choices of employment and training location were fiscal constraints, academic issues, job availability, work experience, ethnicity, political conditions, and family issues; and (5) in the opinion of most administrators, the location of institutions granting doctorates to two-year college administrators is a limiting factor in the subsequent choice of employment location. Summaries of open-ended responses regarding location and positive and negative moderators, and key-word frequency tables are appended. (PAA)

**ED 332 761**                              JC 910 281
*Banks, Debra L. Byock, Gayle*
**The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.**
California Univ., Los Angeles. Office of Academic Interinstitutional Programs.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Jun 91
Note—210p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Articulation (Education), *College Transfer Students, Community Colleges, Comparative Analysis, Core Curriculum, Enrichment Activities, General Education, Higher Education, *Intercollegiate Cooperation, Interviews, *Program Effectiveness, Program Evaluation, Questionnaires, State Universities, Student Attitudes, Teacher Attitudes, *Transfer Programs, Two Year Colleges
Identifiers—*California, *Transfer Alliance Program CA
The Transfer Alliance Program (TAP), initiated at the University of California at Los Angeles (UCLA)

in 1985, involves curriculum articulation efforts with 12 Los Angeles County community colleges. UCLA and the participating colleges maintain a set of mutually determined commitments that require the colleges to establish a formal program structure, offer a core of enriched courses, encourage underrepresented minority student participation, and promote relationships with high schools and between university and community college faculty. The TAP curriculum consists of a core of enriched general education courses in which students engage in extensive writing, reading, and research. To evaluate the effectiveness of TAP, questionnaires were administered to TAP and non-TAP faculty and students, and intensive interviews were conducted with students, administrators, faculty, and counselors. Study findings included the following: (1) TAP faculty showed more concern for the transfer process and engaged in greater experimentation with teaching methods; (2) TAP faculty developed more student-focused classrooms than non-TAP faculty; (3) TAP students demonstrated better class attendance, preparation, and understanding of ideas than non-TAP students; (4) TAP students and faculty reported greater interaction than their non-TAP counterparts; (5) statewide, TAP colleges had higher percentages of students transferring to the University of California than non-TAP colleges; and (6) TAP transfer students had higher grade point averages and persistence rates than non-TAP transfer students at UCLA. Detailed data tables, a 56-item bibliography, and the survey instruments are included. (PAA)

**ED 332 762**      JC 910 282
*Mellander, Gustavo A., Ed.  Prochaska, Fred. Ed.*
**The Diversity Challenge: A Collection of Model Programs.**
West Valley-Mission Community Coll. District, Saratoga, CA.
Pub Date—91
Note—74p.
Pub Type— Reports - Descriptive (141) — Collected Works - General (020)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Affirmative Action, Community Colleges, Cultural Awareness, Cultural Differences, Cultural Exchange, *Cultural Pluralism, *Equal Education, Ethnic Groups, Females, *Intercultural Programs, Mentors, Minority Groups, Program Descriptions, *Program Implementation, Two Year Colleges
Model programs designed to promote diversity within the West Valley-Mission Community College District (WVMCCD) in California are discussed and described in this report. First, an introductory chapter, "The Importance of Cultural Issues to Higher Education," by Gustavo A. Mellander and Fred Prochaska, reviews the diversity recommendations of the National Center for Postsecondary Governance and Finance, as well as the WVMCCD's commitment to a comprehensive student assessment and placement program, and to an affirmative action plan for hiring. The subsequent chapters, which describe the district's model programs, are entitled: (1) "A Brief Summary of the Cultural Pluralism Program at Mission College," by Jane Patton; (2) "The ADELANTE Project at Mission College," by Barbara Richmond and Nancy K. Wright; (3) "The Cross-Cultural Contact Assignment at Mission College," by Marsha Chan; (4) "The Role of Cultural Diversity in Vocational Courses at Mission College," by JoAnn Hacker; (5) "The Puente Project at West Valley College," by Mary Casper; (6) "SUCCESS—Students Utilizing Cross-Cultural Educational Support and Services: A Mentoring Program for African American Students at West Valley College," by Veronese Anderson and Carolyn Nash; (7) "The Summer Institute, 1990, at West Valley College," by Angelina Rodarte; (8) "Teaching Foreign Languages with a Focus on Cultural Awareness at West Valley College," by Ken Colson and Edith Zanotti; and (9) "Women Making Their Own Way—Conference Report, June 1990: Educational Transition at West Valley College," by Elisa R. Goti and Arlene Herman. Finally, Leo Chavez's essay "Reflections on Diversity" concludes the collection. (JMC)

**ED 332 763**      JC 910 283
*Kanter, Martha  Lewis, Merilee*
**A Study of the Academic Performance of Student Athletes in California's Community Colleges.**
Community Coll. League of California, Sacramento. Commission on Athletics.
Spons Agency—California Community Coll. Fund

for Instructional Improvement.
Pub Date—May 91
Note—67p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Academic Achievement, *Academic Persistence, Academic Records, *Athletes, *College Athletics, Community Colleges, Comparative Analysis, Educational Attainment, Grade Point Average, Intercollegiate Cooperation, Racial Differences, Sex Differences, Two Year Colleges, *Two Year College Students
Identifiers—*California Community Colleges, *Student Athletes
In the California Community Colleges (CCC), students who participate in athletics must be enrolled in a minimum of 12 credit units during the season of participation and must maintain a grade point average (GPA) of at least 2.0. In 1989, a study was conducted to determine whether there were differences in the educational goal achievement of student athletes and a comparison group of non-athletes. The study sample included 924 student athletes who participated in women's volleyball, softball, and basketball and men's basketball, football, and track and field during the 1986-87 academic year. Transcripts of athletes' academic achievement over a 3-year period (1986-87 through 1988-89) were provided by 11 participating community colleges. For comparative purposes, each college also submitted transcripts and demographic data for a sample of 1,034 non-athletes who attempted 12 units in fall 1986 or spring 1987. Study findings included the following: (1) women athletes earned a higher GPA (2.63) than the men (2.45) and completed more units (42.70 compared to 35.50); (2) athletes completed more units (37.3) than the comparison group (33.0), but earned a slightly lower GPA (2.50 versus 2.62); (3) Black male athletes as well as Black male and female comparison group students had lower GPA's than other ethnic groups, although Black and Hispanic athletes had higher GPA's than their comparison group counterparts; and (4) athletes consistently completed fewer transfer units and earned lower GPA's in transfer courses than comparison group students. A discussion of policy implications and directions for further study, data reporting forms, and detailed data tables are included. (PAA)

**ED 332 764**      JC 910 288
*Hood, Lyn*
**California Community College Job Placement Services Survey.**
Cabrillo Coll., Aptos, CA. Office of Career Planning and Placement.
Pub Date—[90]
Note—28p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Community Colleges, Computer Oriented Programs, *Computer Uses in Education, Documentation, *Employment Services, *Job Placement, Program Design, State Surveys, *Student Employment, *Student Placement, Two Year Colleges, Two Year College Students, *Wages
Identifiers—*California, California Community Colleges
In 1990, surveys were sent to all 107 California community colleges to gather information on the status of job placement services for students attending the colleges. Survey results, based on a 60% response rate (n=64), included the following: (1) 62% of the colleges indicated that they had documented student job placements in some fashion, with 41% of these reporting between 500 and 999 job placements annually; (2) among the 25 schools reporting the average earnings of their placed students, 40% reported student wages of between $5.00 and $5.49 per hour; (3) the majority of job placement services were available less than 40 hours per week, though evening services seemed to be gaining in popularity, and several schools reported efforts to improve their service scheduling; (4) only 9 schools indicated that they required students to show proof of enrollment in a minimum number of units to qualify to use the job placement service; (5) 65% indicated that they limited the number of referrals allowed on a daily basis; (6) 48% reported having a policy of restricting referrals after receiving a complaint from a student or employer; and (7) 34% used the JOBTRAK computerized placement program, 31% used some other mass-market placement pro-

gram, and 12% had plans to computerize in the future. Responses to open-ended questions on computerization; the survey instrument; and summaries providing available information on the contact person at each college, office hours, number of placements annually, minimum enrollment requirements, pre-screening, and status of computerization are included. (PAA)

**ED 332 765**      JC 910 290
*Whittley, Elaine*
**Sierra College Algebra Student Survey Results.**
Sierra Community Coll., Rocklin, CA. Mathematics Dept.
Pub Date—Jun 91
Note—95p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Algebra, Community Colleges, Comparative Analysis, *High Risk Students, *Mathematics Anxiety, Questionnaires, Statistical Analysis, *Student Attitudes, *Student Characteristics, Tables (Data), Two Year Colleges
In 1991, a survey was conducted at California's Sierra College (SC) to determine the types of students enrolling in algebra classes and to explore their attitudes about mathematics. The student population surveyed consisted of all students enrolled in 27 algebra class sections on the SC campus. The survey focused on students' reasons for enrolling in the algebra class, learning preferences and practices, math anxiety/reflexes and attitudes, self-description of academic ability, world view, and background information. After the elimination of unusable responses and extreme data, the final data results were based on 786 returns. The groups of students identified by their responses to survey questions included the math anxious, the underprepared, the re-entry, the underrepresented, the vocational, the transfer, and the single parent. In all, 14 group reports were generated. Study findings included the following: (1) a comparison of student and faculty responses indicated that the faculty were more critical of their students than the students were of each other; (2) younger students had higher levels of anxiety and more negative attitudes toward math than older students; (3) students perceived "mastery learning" as an important element in learning the material, suggesting that faculty should experiment with alternative teaching strategies and environments and try to match them to the needs of the student; and (4) overall, a "helpful teacher" was seen by the student groups as an important contributor to success in algebra. Appendixes provide the survey instrument and tabulated data descriptions of each of the 14 student groups identified in the survey. (JMC)

**ED 332 766**      JC 910 291
**Matriculation Student Survey, Spring, 1990.**
Sierra Community Coll. District, Rocklin, CA. Office of Research and Institutional Planning.
Pub Date—10 May 91
Note—96p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Academic Advising, Community Colleges, Comparative Analysis, Counseling Services, *Participant Satisfaction, School Orientation, School Surveys, Self Evaluation (Groups), *Student Attitudes, *Student Characteristics, Student Employment, Student Needs, *Student Personnel Services, *Student Placement, Two Year Colleges, Two Year College Students
Identifiers—Sierra College CA
Matriculation legislation, instituted in California in 1986, intended to develop a program of services to guarantee equitable access and success to all students who enroll in community colleges. In an effort to evaluate the success of its matriculation efforts, Sierra Community College (California) conducted a survey of 1,044 students in 1990. The questionnaire examined student satisfaction with admissions, orientation, assessment, counseling, advisement, and registration procedures and services. In addition, a series of questions focused on student goals, area of study, self-assessment of skills, perceived areas of needed assistance, demographics, employment status, and units attempted. For comparative purposes, the study sample was divided into groups of students who participated in all matriculation activities, those who participated in some activities, and

those who did not participate in matriculation. Study findings included the following: (1) 94% of students participated in at least some matriculation activities, while 32% were fully matriculated; (2) generally, students felt matriculation services were meeting their intended goals; (3) satisfaction with the college and helpfulness of orientation materials received very good ratings; (4) students felt that orientation was not extremely effective in choosing classes; (5) counselor helpfulness received a rating of very good, and was rated highest by fully matriculated students; (6) more younger students and black students were fully matriculated; and (7) older students were more satisfied with the college. Recommendations, detailed data tables, and the survey instrument are included. (PAA)

**ED 332 767**  JC 910 293
*Cepeda, Rita  And Others*
**Flexible Calendar: Evaluation and Title 5 Revisions.**
California Community Colleges, Sacramento. Board of Governors.
Pub Date—Jul 91
Note—23p.; Presented as agenda item number 17 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 11-12, 1991).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Faculty Development, *Flexible Scheduling, *Improvement Programs, *Instructional Improvement, Participant Satisfaction, Program Costs, Program Evaluation, *Released Time, School Schedules, Staff Development, Statewide Planning, Student Improvement, Teacher Improvement, Two Year Colleges
Identifiers—*California, *Flexible Calendar Program CA
  The California Community Colleges' (CCC) Flexible Calendar Program (FCP) allows districts to allocate up to 15 instructional days from the 175-day academic calendar to engage in staff, student, and instructional improvement activities. The CCC Board of Governors' Task Force on Flexible Calendar, drawing from three sources (i.e., program growth data, the Fund for Instructional Improvement's (FII's) project entitled "Assessment of Flex Calendar," and staff evaluations) conducted an evaluation of the FCP and proposed changes to Title 5 regulations governing the program's administration. Among the Task Force's findings are the following: (1) since the program's inception, the number of community colleges choosing the flexible calendar option has increased from 8 colleges in 1982-83, to an estimated 95 colleges in 1991-92; (2) the FII assessment concluded that the FCP is effective in helping deliver faculty and staff development programs; (3) the FII report recommended that FCP, FII, and faculty and staff development efforts be connected, that statewide funding be increased, that more guidance be provided to colleges implementing FCP, and that staff development programs and FCP be fully funded; and (4) staff evaluations of FCP from selected districts showed the program to be effective in providing time for districts to address their staff, student, and instructional improvement needs. The report concludes with major proposed changes in Title 5 regulations, including the creation of one set of consolidated and unduplicated guidelines. Appendixes present the proposed item-by-item changes to the FCP regulations, a section-by-section analysis of the proposed changes, and a list the names of the Task Force on Flexible Calendar members. (PAA)

**ED 332 768**  JC 910 294
**The Basic Agenda: Policy Directions and Priorities for the Nineties.**
California Community Colleges, Sacramento. Board of Governors.
Pub Date—Jul 91
Note—21p.; Presented as agenda item number 13 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 11-12, 1991). For a related document, see JC 910 297.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, College Administration, Community Colleges, Educational Finance, *Educational Policy, *Educational Quality, Educational Trends, Futures (of Society), Governing Boards, Labor Force Develop-

ment, *Long Range Planning, *Policy Formation, *Statewide Planning, Two Year Colleges
Identifiers—*California Community Colleges
  Each year, the Board of Governors of the California Community Colleges (CCC) develops and adopts a Basic Agenda that sets forth current priorities for the 107-college system. Guided by emerging trends and issues, the 1991-92 Basic Agenda constitutes the Board of Governor's long-range planning document for the 1990's. The report's introduction describes the most important objectives of the CCC for the coming decade, which include ensuring educational quality; developing the system; implementing the educational legislation of Assembly Bills 3 and 1725; improving the system's image; accommodating enrollment demands; fostering diversity; and strengthening California's economic development efforts. The next six sections of the report review issues related to general and transfer education, including educational standards, English as a Second Language (ESL), and basic skills; economic development and vocational education; student services; human resources, including staffing, diversity, and quality; finance; and administration. Proposed initiatives and recommendations which address each of these areas are provided, including: (1) implement guaranteed transfer provisions; (2) offer more ESL and basic skills courses; (3) increase contract training programs; (4) attract qualified faculty from business and industry; (5) hold chief executive officers accountable for affirmative action in faculty and staff hiring; and (6) consider child care as a priority in college capital outlay. (PAA)

**ED 332 769**  JC 910 295
*Fideler, Elizabeth F., Ed.  Bazer, Gerald, Ed.*
**Community College Exemplary Instructional Programs, 1988-1989.**
American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.
Pub Date—89
Note—148p.
Available from—Massachusetts Bay Community College Press, 50 Oakland Street, Wellesley Hills, MA 02181 ($12.00).
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Awards, *Community Colleges, *Demonstration Programs, *Instructional Innovation, *Program Content, Program Descriptions, *Program Design, Program Evaluation, Two Year Colleges
  Second in an annual series, this volume presents brief descriptions of a number of outstanding community college instructional programs identified by the National Council of Instructional Administrators (NCIA). Each description includes the address and telephone number of the college in which the program operates, and the names of the college president and a contact person. Section I provides complete program descriptions of the co-recipients of the 1988-89 Annual NCIA Exemplary Instructional Program Award; i.e., Ceramic Engineering Technology at Hocking Technical College (Ohio); and Customer Service Technology at Guilford Technical Community College (North Carolina). Section II contains shorter descriptions of the four programs which received honorable mention in the NCIA competition. They are Commercial Graphics at Randolph Community College (North Carolina); the Critical Literacy Project at Oakton Community College (Illinois); the Early Childhood Education Program at San Juan College (New Mexico); and Environmental Science in Action at Rose State College (Oklahoma). In section III, the following 15 NCIA award finalists are described: Certificate Program in Victims' Assistance; Flight Technology; Florida School of the Arts; Foreign Languages Department; Greenhouse and Grounds Maintenance; Hazardous Materials Technology; Interdisciplinary Humanities Program; Long Term Care Administration; Nuclear Engineering Technology; Nuclear Security Training; Ophthalmic Dispensing Technology; Passport Program; Professor Sam-Touch Model/Interactive Video for Teaching Biology; The Talent Program; and Telecommunications Instructional Consortium. Finally, section IV presents brief descriptions of over 300 institutional entries for the NCIA award, grouped by type of program. An index of participating colleges and a NCIA membership application conclude the volume. (JMC)

**ED 332 770**  JC 910 296
*Fideler, Elizabeth F., Ed.  Bazer, Gerald, Ed.*
**Community College Exemplary Instructional Programs, Volume III.**
American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.
Pub Date—90
Note—219p.
Available from—Massachusetts Bay Community College Press, 50 Oakland Street, Wellesley Hills, MA 02181 ($12.00).
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Awards, *Community Colleges, *Demonstration Programs, *Instructional Innovation, *Program Content, Program Descriptions, *Program Design, Program Evaluation, Two Year Colleges
  Third in an annual series, this volume presents brief descriptions of a number of outstanding community college instructional programs identified by the National Council of Instructional Administrators (NCIA). Each description includes the address and telephone number of the college in which the program operates, and the names of the college president and a contact person. Section I provides a complete program description of the recipient of the 1989-90 Annual NCIA Exemplary Instructional Program Award, that is, the Chemical Dependency Program at Rio Salado Community College (Arizona). Section II contains shorter descriptions of the seven programs which received honorable mention in the NCIA competition. They are Apprentice Training at Community College of Rhode Island; Automated Furniture Manufacturing Technology at Itawamba Community College (Mississippi); Environmental Control/Hazardous Waste at Ulster County Community College (New York); Horse Training and Management at Lamar Community College (Colorado); Interpreter Training Program at Front Range Community College (Colorado); Nuclear Engineering Technology at Thames Valley State Technical College (Connecticut); and Swine Management at John Wood Community College (Illinois). Section III presents descriptions of over 200 institutional entries for the NCIA award, listed alphabetically under the following categories: Allied Health; Arts and Sciences; Business; Honors; Hospitality; Instructional Approaches; Nursing; and Technical. Letters from previous Exemplary Instructional Program Award winners, an index of participating colleges and a NCIA membership application conclude the volume. (JMC)

**ED 332 771**  JC 910 297
**Important Trends for California Community Colleges, 1991 Update. Based on Background Data.**
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—Jul 91
Note—33p.; Prepared for Board of Governors Retreat (Newport Beach, California, April 1991). For a draft of the 1991-92 Basic Agenda, see JC 910 294.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Demand Occupations, Demography, Educational Trends, *Employment Opportunities, *Employment Projections, Enrollment Projections, *Enrollment Trends, *Financial Support, Futures (of Society), Graphs, *Population Trends, *Statewide Planning, Student Characteristics, Tables (Data), Trend Analysis, Two Year Colleges
Identifiers—*California Community Colleges
  Prepared for the California Community Colleges' 1991 Board of Governors retreat, this paper discusses several statewide trends that have implications for California's community colleges. The paper is designed to serve as background material for the development of the Board of Governors' 1991-92 basic agenda. Material covered in the report updates papers prepared for previous board retreats. Among the trends examined are those concerning the state's demography, job and labor force outlook, and the economy. Selected data presented in the report include: (1) California's population growth exceeds projections; (2) the state's population is aging, but will be younger than the nation as a whole; (3) during the next decade, more than four out of five new California residents will be

Asian or Hispanic; (4) most growth in the California job market is projected in occupations that require higher levels of education, and most new jobs are in occupations that already exist, although the skills required are changing; (5) the fields of electronic data processing, law, and health contain some of the fastest growing occupations; (6) to help close the projected $12.6 billion budget gap, the Governor has proposed suspending the funding guarantee for K-12 and community colleges in 1991-92, which would reduce community college funding by an estimated $200 million or more each year; (7) community colleges are the only segment of education operating with less revenue per student today than before Proposition 13; and (8) despite staffing increases, with a substantial number of new full-time and minority hires reported recently, enrollment growth has produced a 7% increase in the student-/faculty ratio during the past 5 years. The bulk of the report consists of an extensive series of graphs and tables. Fifteen references are attached. (JMC)

**ED 332 772**                                    **JC 910 300**
Fact Book, 1990-91.
Kent State Univ., OH. Regional Campuses. Office of Academic Assessment and Evaluation Services.
Pub Date—Jun 91
Note—62p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Associate Degrees, *College Faculty, College School Cooperation, Community Colleges, *Enrollment, Enrollment Trends, Graphs, Higher Education, *School Personnel, School Statistics, *Student Characteristics, Tables (Data), *Teacher Characteristics, Two Year Colleges, Universities
Identifiers—Kent State University OH Regional Campuses
    Prepared for the faculty and staff of the Kent State University Regional Campuses, this fact book provides an overview of the system, including data on students, faculty, staff, and programs. The first section presents general information on the regional campus system, its mission, each member campus, the organization and administration of the regional campuses, and accreditation. This section also lists the campuses' administrative officers, as well as the degrees and programs offered by campus. In the second section, data tables and graphs provide student information, such as enrollment by campus for fall 1990 and spring 1991, and for all campuses for fall semesters 1979-1990; and college enrollment by gender, by race/ethnicity, by class level, by program, and by major for fall 1990 and spring 1991. The third section consists of program information, including course sections within departments for fall 1990, basic skills assessment test results for fall 1990, developmental course enrollment for fall 1990 and spring 1991, associate degrees awarded in 1990, and library holdings for July 1, 1989 to June 30, 1990. In the final section, data tables and graphs display faculty and staff information, including data on full- and part-time faculty for fall 1990 and total faculty by campus for fall 1987 through fall 1990; full-time faculty by gender, academic rank, and appointment status for 1990-91; administrative staff for 1990-91; and support staff by job category for 1990-91, and by campus for 1987-88 through 1990-91. (JMC)

**ED 332 773**                                    **JC 910 301**
Knight, William E.
Regional Campuses Non-Returning Student Survey.
Kent State Univ., OH. Regional Campuses. Office of Academic Assessment and Evaluation Services.
Pub Date—May 91
Note—90p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, *Dropout Characteristics, Dropout Research, *Dropouts, Followup Studies, Higher Education, *Participant Satisfaction, Questionnaires, Stopouts, *Student Attitudes, *Student Educational Objectives, Student Personnel Services, Two Year Colleges, Two Year College Students
Identifiers—Kent State University OH Regional Campuses
    In spring 1991, a study was conducted of

non-returning students from the seven 2-year Regional Campuses (RC's) of Kent State University to identify demographic characteristics of such students, determine the reasons they did not continue their enrollment, and obtain their opinions regarding the academic and student services at the RC's. Of the 2,392 students who had enrolled in fall 1990 but who did not return in spring 1991, a random sample of 1,022 were surveyed. Study findings, based on a 20% response rate, included the following: (1) non-returning students shared many of the same demographic characteristics as past and current RC students; (2) 52% of the respondents reported cumulative grade point averages between 3.0 and 4.0, and 83% were employed; (3) 69% of the non-returning students had been enrolled part time, compared with 54% of all RC students; (4) from a list of 19 potential reasons, the ones cited most frequently for not returning were, in rank order, desired courses were not available, personal reasons, did not have enough money to continue, family responsibilities were too great, classes were scheduled at the wrong times, could not work and attend college simultaneously, and achieved academic goals; (5) most academic and student services were rated as moderate, high, or very high; (6) Veterans' Services, and Minority Student Services were rated least favorably; (7) 75% of the respondents said they had enrolled for only a limited number of courses for transfer or increased knowledge, or were unsure of their academic goals; and (8) 47% of the respondents planned to return to the RC's. Detailed data tables and the survey instrument are included. (PAA)

**ED 332 774**                                    **JC 910 302**
Cook, Lauraine
Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.
Kern Community Coll. District, Bakersfield, Calif.
Pub Date—[91]
Note—388p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Budgets, *College Planning, College Programs, Community Colleges, *Educational Facilities, Financial Support, Mission Statements, Program Evaluation, Salaries, *School Community Relationship, School Demography, *School Personnel, School Statistics, Student Characteristics, Student Personnel Services, Tables (Data), Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers—Kern Community College District CA
    This compilation of resources for district planning in 1990-91 provides an overview of demographic, personnel, financial, facilities, and curriculum issues for the Kern Community College District (California) and its member institutions, Bakersfield, Cerro Coso, and Porterville colleges. The 10 sections of the document cover: (1) General Information, including a description of the district planning process; the text of the California Community Colleges Basic Agenda for 1990-91; and philosophy, mission, and goals statements; (2) External Characteristics, including population, labor force, and high school enrollment statistics and projections; (3) Internal Evaluation, including program evaluation and accreditation procedures; (4) Instructional Services, including an inventory of approved programs, academic calendars, and vocational education offerings and needs; (5) Student Support Services, including plans for matriculation, assessment, Extended Opportunity Programs and Services, and disabled student services; (6) Student Demographics, including enrollment and average daily attendance history and projections, 1976-77 through 2010; and enrollment trend data disaggregated by student characteristics; (7) Staffing, including data on salaries and characteristics, and on diversity/affirmative action goals and policies; (8) Facilities and Equipment, including a priority list of capital outlay projects, energy plans, lists of critical needs, and library and safety services plans; (9) Finance, consisting of budget and expenditures analyses, assumptions, projections, tables of general fund cash flows, and personnel costs; and (10) Success Factor, including numbers of graduates by college, 1915 to 1990; student attrition rates and weekly contact hours for 1983-84 through 1988-89; and reports on health career licensure exams, and on foundation and community support. (JMC)

**ED 332 775**                                    **JC 910 303**

Ostertag, Vesna
A Model for Strategic Planning for a Community College Threatened by the Changes in the Military Environment.
Pub Date—Aug 90
Note—15p.; Ph.D. requirement, Nova University.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Associate Degrees, *Change Strategies, *College Environment, *College Planning, College Role, Community Colleges, *Educational Change, Government School Relationship, *Military Organizations, Military Personnel, Military Training, Models, Relevance (Education), *Retrenchment, Social Change, Two Year Colleges
Identifiers—*Strategic Planning
    As a Department of Defense contractor providing associate degree programs to U.S. service members in Europe, Central Texas College Europe Campus (CTCEC) is currently facing the challenge of becoming a more adaptive institution. The college must contend with an imminent enrollment decline produced by the reduction of U.S. military personnel stationed in Europe by 80,000, as well as by a recent Army policy which limits military tuition funds to only those students taking courses directly related to their military occupation. In order to respond to these changes in its external environment, and ensure the continuity and effectiveness of CTCEC, the campus dean has initiated a strategic planning process, based on Richard L. Alfred's strategic decision process model. The model, designed to facilitate an extensive scanning and analysis of the college's environment, includes the following five stages: (1) "Input," i.e., gathering key institutional and environmental data; (2) "Decision Areas," i.e., defining the mission of the institution and of the strategic plan; (3) "Strategic Planning," i.e., analyzing all information provided in the Input stage; (4) "Implementation," i.e., putting the strategic plan into effect according to a predetermined schedule; and (5) "Evaluation," i.e., designing a system to assess the effectiveness of the implemented plan. Specific areas to be examined when applying the model to CTCEC include the possibility of expanding into foreign and civilian markets; increasing the volume of services provided; increasing tuition; revising CTCEC's military occupational service guide; designing new degree and certificate programs; and creating a transition program for those service members who will be leaving the military. (JMC)

**ED 332 776**                                    **JC 910 304**
Ovando, Martha N.
Competency Based Individualized Learning Modules: An Approach to Differentiated In-Service Education.
Pub Date—Nov 90
Note—17p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Learning, *Andragogy, *Competency Based Education, Educational Theories, Faculty Development, *Individualized Instruction, *Inservice Teacher Education, Learning Activities, *Learning Modules, *Learning Strategies, Teacher Improvement
Identifiers—*Individualized Learning Modules
    In-service education that truly contributes to the development of teachers must focus on the individual. The unique characteristics of adult learners (i.e., their experiences, readiness, orientation, and motivation) must also be taken into account in in-service education efforts. When teaching adults, the educator must act as a facilitator of learning, providing support and resources, rather than simply teaching the content of a program. The differentiated approach to in-service education is particularly appropriate for teachers who differ from one another in terms of their psychological, professional, and career cycle development. The competency-based, individualized learning modules (ILM) format addresses the characteristics of adult learners, and the diverse needs of teachers in particular. Each module addresses specific topics and is designed to achieve one or more independent objectives. The format of the ILM involves eight steps: (1) a self-assessment of needs; (2) content delivery; (3) sources for further investigation; (4) an individual study guide; (5) a collaborative group learning

guide; (6) performance products suggestions; (7) a log form; and (8) an evaluation form. Participants in the ILM format select the learning modules considered to meet individual job performance needs, and pursue the successive steps within each module depending on the level of learning they seek for each particular activity. Individualization is the key to the differentiated approach, and should be incorporated into each learning module in terms of content, pacing, depth of study, and nature of the competency to be developed. Diagrams and 16 references are included. (PAA)

**ED 332 777**                    **JC 910 305**
*Mohr, Ellen*
**A Study of Peer Tutor Training Programs: A League Report.**
Johnson County Community Coll., Overland Park, Kans.; League for Innovation in the Community Coll., Laguna Hills, CA.
Pub Date—91
Note—71p.
Pub Type— Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Colleges, Literature Reviews, *Peer Teaching, *Program Design, Program Effectiveness, Questionnaires, Student Attitudes, *Training Methods, *Tutoring, Tutors, Two Year Colleges
Identifiers—*League for Innovation in the Community College
Designed to examine the nature and extent of peer tutoring and tutor training at community colleges, this report reviews the literature on the topic, describes a national study conducted by the League for Innovation in the Community College (LICC), and reports on a survey of the attitudes of peer tutors at Johnson County Community College (JCCC) in Kansas. Chapter 1 discusses the pivotal role peer tutors can play in assisting the large numbers of academically underprepared students who attend "open door" colleges, and provides an overview of JCCC's peer tutor training program. In chapter 2, the literature review is presented, covering the history of peer tutoring, the rationale for tutoring, characteristics of tutor training, specific programs, training techniques, and evaluation. This chapter concludes with a 78-item bibliography. The LICC study is presented in chapter 3, which examines its purpose, methodology, proposed analysis, survey results and implications, and includes a directory of League peer tutor training programs. The LICC study revealed that although most of the responding colleges (N=23) employed peer tutors as a means to assist the underprepared student, few had training programs for their tutors. In chapter 4, the purpose, methodology, proposed analysis, and survey results of the JCCC study of 21 peer tutors employed by the Math, Academic Achievement, and Writing centers are presented. Key findings reported include: (1) respondents ranked patience, a positive attitude, and understanding as the most important personal qualities a peer tutor should possess; and (2) the tutors ranked knowledge of subject and interpersonal skills high. Finally, chapter 5 provides a conclusion and proposes a model for peer tutor programs. Appendixes contain the survey instruments, and verbatim comments from responses to the League survey. (JMC)

**ED 332 778**                    **JC 910 306**
**Fiscal Data Abstract, 1989-90. California Community Colleges. Report Number 91-1.**
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—Jun 91
Note—146p.; For previous editions of this report, see ED 225 630, ED 231 469, ED 242 381, ED 254 288, ED 269 108, ED 283 564, and ED 308 923.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Average Daily Attendance, Budgets, *Community Colleges, *Educational Finance, *Enrollment, *Expenditures, *Income, State Surveys, Two Year Colleges, Two Year College Students
Identifiers—*California Community Colleges
This report provides selected 1989-90 data on enrollments and finances in California's community college districts. Parts I and II present headcount enrollment data for fall 1989 and average daily attendance (ADA) figures for credit, noncredit, and

apprenticeship programs for fiscal year (FY) 1989-90. Part III offers summaries of first recalculation and second principal apportionments and credit base revenue per ADA. General fund transactions for FY 1989-90 are reported in part IV, along with budgeted general fund transactions for FY 1990-91. Part V presents summaries of general fund revenues for FY 1989-90 and budgeted revenues for FY 1990-91, while part VI presents statewide general fund expenditures by object and aggregated activities for 1989-90 and budgeted statewide general fund expenditures for 1990-91. Summaries of current expense of education for FY 1989-90 and budgeted current expense of education for FY 1990-91 are presented in part VII, while part VIII examines general fund expenditures by instructional and support activities. Part IX focuses on additional financial transactions, including those related to governmental, proprietary, and fiduciary funds. A summary of multi-year and 5-year trends, a glossary, and a list of districts and colleges are included. (JMC)

**ED 332 779**                    **JC 910 307**
*Smith, Glenn P.*
**Report on the San Mateo County Community College District Transfer Students, 1988-89.**
San Mateo Community Coll. District, Calif.
Report No.—BRN-90-10-3C
Pub Date—31 Oct 90
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Persistence, *College Transfer Students, Community Colleges, Comparative Analysis, Enrollment, *Enrollment Trends, Grade Point Average, Higher Education, *State Norms, State Surveys, State Universities, *Student Characteristics, Two Year Colleges
Identifiers—*California, San Mateo Community College District CA
Drawing on 1988-89 transfer data provided by the California Postsecondary Education Commission, the University of California (UC), and the California State Universities (CSU), this paper provides a comprehensive portrait of the flow and performance of transfer students statewide and of transfers from the San Mateo County Community College District (SMCCCD) in California. First, statewide data are examined, revealing a resurgence in the number of community college students transferring to the UC and CSU systems; a 20% increase in the rate of transfers to the UC system; a 6% increase in transfers to the CSU system; and a significant role being played by the state's community colleges in preparing underrepresented minorities to continue to the university level, with 73% of Hispanic college students and 70% of Black college students enrolled in a community college. Next, the SMCCCD's transfer function is compared to state norms, revealing the following: (1) SMCCCD transfer students in 1988-89 were more ethnically diverse than the statewide transfer group; (2) in 1988-89, approximately 80% of SMCCCD's transfer students enrolled at a CSU campus, 13% attended a UC campus, and 7% transferred to private institutions; (3) SMCCCD students who transferred at the junior level to CSU had a continuation rate of 91%, compared with the 87% rate of all community college transfers; (4) the average grade point average (GPA) earned by SMCCCD students during their first year of coursework at CSU campuses (2.66) was higher than both the statewide figure for all community college transfers (2.62) and the figure for CSU native students (2.64); and (5) the group of SMCCCD students transferring to the UC system in fall 1988 reported a persistence rate of 93.3%, compared with 91.8% for all community college transfers. (JMC)

**ED 332 780**                    **JC 910 308**
**A Study of Certificated Salaries and Fringe Benefits of California Community College Districts, 1990-91.**
Kern Community Coll. District, Bakersfield, Calif.
Pub Date—91
Note—15p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Community Colleges, Comparative Analysis, *Compensation (Remuneration), Employee Assistance Programs, *Fringe Benefits, Health Insurance, *Local Norms, Multicampus Districts, School District

Spending, *Teacher Employment Benefits, *Teacher Salaries, Two Year Colleges
Identifiers—California Community Colleges
In January 1991, a study was conducted to assess the fringe benefit programs of community college districts in California, and to determine the total dollar amounts paid to certified employees. Questionnaires requesting fringe benefits and salary information for 1990-91 were mailed to all 71 districts in the state. Rankings of salaries at three designated salary levels were added to the fringe benefits rankings to show total remuneration to certified employees. These totals were ranked and compared to statewide averages for 1989-90. Study findings included the following: (1) 13 districts had a benefits plan allowing employees a choice of options for the expenditure of a specific amount of money allocated for fringe benefits; (2) 59 districts provided health insurance coverage for employees and dependents, and 65 districts had some form of dental coverage; (3) 61 districts reported paying life insurance premiums as part of their fringe benefits package, while 7 districts mandated such coverage; (4) employee assistance programs (e.g., psychological services, and drug dependency and crisis counseling) were provided by 10 districts; and (5) from 1989-90 to 1990-91, total remuneration per certified employee increased by 8.17% for employees within the salary ranking of "minimum salary with a masters degree," by 7.22% for "maximum salary without a doctorate," and by 7.22% for "maximum salary with a doctorate." Tables provide district expenditure per certified employee for selected fringe benefits; and the total fringe benefits paid, total average salaries paid, and total remuneration paid by district, including the statewide rankings for each category. (PAA)

# PS

**ED 332 781**                    **PS 018 111**
*Trautner, Hanns Martin  And Others*
**Beginning Awareness-Rigidity-Flexibility: A Longitudinal Analysis of Sex-Role Stereotyping in 4- to 10-Year-Old Children (Langsschnittliche Analyse von Entwicklungsmerkmalen der Geschlechtstypisierung im Kindesalter. Arbeiten aud dem Forschungsprojekt Nr. 5. 1989/1).**
Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
Spons Agency—Volkswagen Foundation, Hanover (West Germany).
Pub Date—Apr 89
Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, Only title is in German.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Elementary Education, *Elementary School Students, Foreign Countries, Individual Development, *Kindergarten Children, Longitudinal Studies, Models, *Sex Role, *Sex Stereotypes
Identifiers—*West Germany
A three-phase developmental model of sex-role stereotyping that viewed the acquisition of sex-role stereotypes as part of the broader process of the development of social understanding was proposed. Phases in the model included: (1) beginning awareness of sex-role differentiation; (2) rigid sex-role stereotyping; and (3) flexible sex-role stereotyping. The validity of the hypothesized developmental sequence was tested in a longitudinal study with 82 children in 6 kindergartens in the area of Frankfurt, West Germany, who were investigated in 1-year intervals from 4-10 years of age. Subjects assigned 38 sex-typed traits and activities of children's and adults' roles to 1 of 5 categories ranging from extremely feminine to extremely masculine. Group data and intraindividual patterns of answers supported the postulated developmental model. Rigid stereotyping reached its maximum at 6 years of age, while flexible stereotyping became dominant at about 9 years. Rigidity and flexibility of answers varied with item content. Items related to adults' role, masculine characteristics, and activities were seen as more rigid and less flexible than those concerning children's role, feminine characteristics, and personality traits. Boys and girls did not differ in rigidity-flexibility scores. Findings substantiate the joint impact of the perceiver's developmental status and perceived characteristics of the social en-

vironment on children's development of sex-role stereotypes. (RH)

**ED 332 782**                    PS 018 520
**Learning in the Future. The ThinkAhead Project: Forum No. 1 [and] Summary of Project.**
Whitman Inst., San Francisco, CA.
Pub Date—28 Mar 89
Note—39p.
Available from—The Whitman Institute, 405 Davis Court, San Francisco, CA 94126 (Publication No. 104; free).
Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Cognitive Processes, Cooperation, *Educational Change, *Educational Needs, *Educational Practices, Elementary Secondary Education, Family School Relationship, *Futures (of Society), *Research Needs, School Business Relationship, School Community Relationship, Teacher Education, Testing
Leading educational researchers focused on education in the 21st century in a discussion of their ongoing work. Discussion was initially limited to the issue of cognitive strategies, skills, or styles that might be relevant to the year 2050. Subsequent discussion turned to consideration of aspects of ongoing research that hold the greatest promise for effective schooling in the future. Discussants were asked to identify research questions they would pursue if their objectives were to develop the best ways to teach cognitive skills. The transcript of participants' comments is organized under the following headings: (1) problems, solutions, and progress; (2) skills for the future; (3) school and real life contexts; (4) resistance and receptivity to educational change; (5) redefining achievement; (6) access to information; (7) goal-based education; (8) testing, textbooks, and teacher development; (9) transition from the present to the future, in terms of transfer of learning skills, teaching thinking strategies, developing schemas, undoing educational bureaucracies; (10) business, education, competition; (11) global education; (12) families, school, and community; and (13) future research. Supplementary materials describe the ThinkAhead Project of San Francisco's Whitman Institute, a project designed to serve as a catalyst for developing educational models that will prepare people to think creatively in the world of the future. (RH)

**ED 332 783**                    PS 019 163
*Morgan, Gwen*
**Model State Efforts.**
Pub Date—23 Oct 90
Note—11p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Ladders, Certification, *Child Caregivers, Course Content, Early Childhood Education, *Employers, *Models, Postsecondary Education, Private Sector, Profiles, Program Descriptions, *State Programs, *Training
Identifiers—*Business Role
Models of state involvement in training child care providers are briefly discussed and the employers' role in training is explored. Six criteria for states that are taken as models are identified, and four are described. Various state activities are described for each criterion. It is noted that little is known about employer and other private sector involvement in caregiver training. Some of the major employer efforts of interest, including those of the United Way of Boston, California's Bank of America and the California R&R network, Mervyn's, Target Stores, American Express, Work/Family Directions for IBM, AT&T, and a taskforce of 30 companies in Rochester, New York, are discussed. (RH)

**ED 332 784**                    PS 019 212
*Steger, Martha Truitt*
**First Steps: A Curriculum Plan for Early Childhood Education.**
Pub Date—[86]
Note—12p.
Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Design, Curriculum

Evaluation, Early Childhood Education, *Elementary School Students, Flexible Progression, Flexible Scheduling, Interpersonal Relationship, Personal Autonomy, *Preschool Children, Student Behavior, *Teacher Role, *Teacher Student Relationship
Identifiers—Cognitive Models, Developmentally Appropriate Programs, Experimentalism, *Interactive Teaching, National Association Educ of Young Children
The curriculum guide presented in this paper promotes a nurturing environment that facilitates the development of the total child. The program is designed to be used by teachers, administrators, and parents in both public and private school settings. The philosophy of the program is experimentalist-cognitive. A number of proposals relevant to curriculum development are made. Proposals are: (1) the organizational structure for learning should be heterogeneous, nongraded, and multiage; (2) the school schedule should be flexible; (3) an integrated curriculum should include teacher-student planning, active exploration, and play; (4) teachers must be sensitive to each student as a unique individual; (5) children should be taught acceptance of one another; and (6) all elements of a program should be evaluated for consistency with program goals. (BC)

**ED 332 785**                    PS 019 289
*Boggess, Patricia A.   Reiman, Dean*
**Slammin' and Snortin': A Community Based Model of Intervention in Drug Cases.**
Washington State Dept. of Social and Health Services, Olympia.
Pub Date—90
Note—12p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcohol Abuse, *At Risk Persons, Children, Cocaine, Community Programs, Drug Abuse, *Family Programs, Foster Care, *Home Visits, *Intervention, Models, Mothers, *Prenatal Influences, Rural Areas, *Substance Abuse
Identifiers—*Washington (Wenatchee)
This report describes a service model developed for the Division of Children and Family Services in Wenatchee, Washington that attempts to address the needs of families impacted by substance abuse. The service area is rural and has an overwhelming drug problem. Caseload trends provide evidence for a large number of drug-related referrals and an increase in the placement of children in care. In response to these trends, the program was formulated in order to provide intensive in-home services to pregnant and parenting women. These women have family histories of dependency, violence, and abuse; are often on public aid; and generally lack self-esteem. The intervention attempts to structure their lives towards predictability. The services provided reduce the risk to children posed by their parents' substance abuse and prevent the need for out-of-home placement. Services also expedite the movement of children who are out of their homes into permanent residences. Specific services include drug assessments and counseling, on-site nursing care, recovery support groups, education about community services, and day care. (BC)

**ED 332 786**                    PS 019 291
*Davis, Lynne*
**Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.**
Pub Date—Jun 90
Note—46p.; Paper presented at the Feminism and Legal Theory Conference (5th, Madison, WI, June 18-22, 1990).
Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Rearing, Day Care, Early Childhood Education, Educational Needs, *Employed Women, Foreign Countries, Labor Force, *Labor Market, Mothers, *Parent Role, *Public Policy, *Sex Bias, Social Attitudes, Traditionalism, World War II
Identifiers—*Australia, Feminist Criticism, *Labor Force Segmentation, Labor Studies, Population Policies, Pronatalism
This paper examines the relationship between Australian women's participation in paid work in the public market and the child-rearing component of their unpaid, non-market work, and the role of public policy in regulating the relationship. The study presents a historical overview of the period between 1939 and 1950. Critical concepts and the ideas of several feminist thinkers are discussed.

Work-related issues of the war years are considered. These include: (1) the distinction between public and private work; (2) the entry of women into the work force from 1939 to 1943; (3) social attitudes towards working women who are unmarried and those who are married; (4) the increased need for child care; (5) the opposition of church hierarchies to working women; and (6) government child care programs. The issues of postwar reconstruction include the decline of women in the work force from 1943 to 1947 and the increase of working women after this period; ideological attempts to encourage a return to traditional family and women's roles; pronatalism and government population policies; and child care. A list of references is provided. (BC)

**ED 332 787**                    PS 019 293
*Goddard, H. Wallace   Miller, Brent C.*
**A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.**
Pub Date—13 Nov 90
Note—15p.; Paper presented at the Meeting of the National Council on Family Relations Educator's Resource Exchange (Seattle, WA, November 13, 1990).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Attribution Theory, Child Rearing, Children, Expectation, Family Life, Intermediate Grades, Junior High Schools, Parent Attitudes, *Parent Child Relationship, *Parent Education, Program Descriptions, *Program Evaluation, *Social Cognition
Identifiers—*Building Strong Families Program, Child Behavior
This paper discusses the Building Strong Families parenting program, which combines findings from recent attribution research with traditional ideas. Attribution is defined as the process by which people assign cause to behavior. The role of expectancy in attribution and the role of attribution in the relationship between parent and child are discussed. The program's attributional premises concerning parents' attitudes to their children are listed. The program consists of five sessions for parents. These sessions concern: (1) the power of perception; (2) bias blockages; (3) communication; (4) good governance; and (5) family lifestyle by design. The program was evaluated by pre- and post-test questionnaires for parents and children. Children of parents in the program indicated greater change in parental behavior during the test period than did children of control parents. Sample information sheets from the program sessions and a list of references are included. (BC)

**ED 332 788**                    PS 019 338
*Smith, Sarah J.   Heacox, Diane G.*
**Optimizing Student Learning: A Guide to Purposeful Thinking.**
Minnesota State Dept. of Education, St. Paul.
Pub Date—90
Note—75p.
Available from—Minnesota Department of Education, Minnesota Curriculum Services Center, 70 West County Road B-2, Little Canada, MN 55117 ($8.00).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cognitive Processes, *Cognitive Style, Elementary School Students, Elementary Secondary Education, Emotional Experience, High School Students, Junior High School Students, Metacognition, Middle Schools, Personality, *Student Evaluation, *Student Improvement, *Thinking Skills
Identifiers—*Conceptual Frameworks
The purpose of this publication is to assist educators in their efforts to improve students' thinking abilities. The book identifies and describes some common components of thinking skills programs and addresses the scope and sequence of purposeful thinking. In some respects, the content of thinking is described by offering a generic organization of thinking skill components and terms which are common to many thinking skills programs. A possible list of thinking processes/skills and dispositions is provided as a starting point. Armed with some common terms and a beginning list, classroom teachers or district task force members may begin to construct a plan of action to improve student thinking. The thinking skills component and the partial list of process/skills and dispositions are intended to offer

a possible point of view and a starting place. In this way, educators may begin with a common vocabulary and an overall framework to adopt, design, and evaluate both commercial and district-developed thinking skill programs. Through these actions, a consistent thinking skills curriculum may be developed and become an integral part of students' school experience. (RH)

**ED 332 789**                    PS 019 365
*Wood, Janice*
Implementing    Developmentally    Appropriate
Classrooms.
Pub Date—Mar 90
Note—6p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (41st, Dallas, TX, March 29-April 1, 1990).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Cognitive Development, *Curriculum Development, Emotional Development, Individual Differences, Learning Activities, Physical Development, *Play, Primary Education, *Program Implementation, Self Esteem, Social Development, *Young Children
Identifiers—*Developmentally Appropriate Programs
In establishing high quality programs for young children, it is imperative that teachers focus on individual differences, growth patterns, and learning styles while providing educational experiences that develop the physical, social, emotional and cognitive domains without regard to chronological age. Research affirms that a play-oriented approach develops thinking skills, creativity, concept acquisition, and social and emotional development. Basic skills should be taught through a variety of multisensory experiences by means of self-directed activities in a classroom designed from a child's point of view. Such a classroom has maximum flexibility of space and movement. There should be individual, small group, and large group learning experiences each day, at varying levels of difficulty. Subject areas may overlap and are easily integrated. These areas provide an environment where students can actively explore and interact with other children, adults, and materials. The developmental classroom is a place where each child can learn at his own pace in a noncompetitive, nonthreatening, positive environment. In such a classroom, learning is fun and all children develop academically, socially, emotionally, and physically. (SH)

**ED 332 790**                    PS 019 402
Human Services Reauthorization Act of 1990. U.S. Senate, 101st Congress, 2d Session. Report (To Accompany H.R. 4151).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-R-101-421
Pub Date—90
Note—143p.; Calendar No. 776. For House of Representatives Hearing, see ED 331 589. For House of Representatives Report together with Supplemental and Additional Views, see ED 331 590.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Compensatory Education, Demonstration Programs, Early Childhood Education, *Federal Legislation, *Human Services, Poverty
Identifiers—Congress 101st, *Human Services Reauthorization Act 1990, Reauthorization Legislation
The Committee on Labor and Human Resources recommends that the Human Services Reauthorization Act of 1990 be passed as amended. The Act authorizes appropriations for fiscal years 1991 through 1994 to carry out the Head Start Act, the Follow Through Act, and the Community Services Block Grant Act. Titles I through IX of the Act concern Head Start and the Head Start Transition Project, the Low-Income Home Energy Assistance Act of 1981, the Follow Through Act, the State Dependent Care Development Grants Act, the Community Services Block Grant Act, the Child Development Associate Scholarship Assistance Act of 1985, demonstration partnership agreements addressing the needs of the poor, the Comprehensive Child Development Centers Act, and Coordinated Services for Children, Youth, and Families, including chapters on the Administration on Children, Youth, and Families; grants for state and commu-

nity programs for children, youth, and families; Family Resource and Support Program Grants; a national clearinghouse; primary pediatric outreach and care; and grants for access to health care. Contents of the report include: (1) a summary of the bill; (2) background information and a statement on the need for legislation; (3) the history of the legislation; (4) committee views; (5) a cost estimate; (6) a regulatory impact statement; (7) a section-by-section analysis; (8) a report of committee action; and (8) the text of changes the bill makes in existing law. (RH)

**ED 332 791**                    PS 019 428
Your Child and Your Daily Newspaper: A Handbook for Parents.
Columbia Newspapers, Inc. SC.; South Carolina State Dept. of Education, Columbia.
Pub Date—79
Note—34p.; Red ink on gold paper, may not reproduce well.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Objectives, Glossaries, Guidelines, *Kindergarten, *Learning Activities, *Newspapers, Primary Education, *Young Children
This booklet gives parents ideas they can use to acquaint their children with the daily newspaper. A total of 63 activities are briefly described, newspaper terminology is defined, and key steps in producing the daily newspaper are outlined. Most of the activities can be done at any time or any place, with just a parent, one or more children, and a daily newspaper. The activities are intended for use with most children of 3 through 8 years of age, although younger and older children may benefit from the activities. Statements in bold face offer directions for activities that are organized beneath the bold face headings. Parents are directed to select activities at which their children can experience success. The booklet also includes brief histories of two South Carolinian newspapers, The State and The Columbia Record, and an explanation of South Carolina's kindergarten objectives. (RH)

**ED 332 792**                    PS 019 452
*Levy, Bob*
Grade Retention and Placement: Considerations for Dropout Prevention.
State Univ. of New York, Oneonta. Coll. at Oneonta. Eastern Stream Center on Resources and Training.
Report No.—TAC-B-116
Pub Date—89
Note—12p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, Educational Practices, *Grade Repetition, Guidelines, High Risk Students, Migrant Youth, Primary Education, School Entrance Age, *Student Promotion, Transitional Programs
Certain conclusions can be drawn from the fact that both entering school late and being retained in grade have negative effects on children. Children should start school as soon as they are eligible. Retention should be avoided whenever possible. The best alternative to retention in grade seems to be promotion in combination with individual remediation. If nonpromotion is inevitable, an individual education plan that would be most beneficial to the child should be developed. If possible, a transition class should be offered as an option to grade repetition. The Grade Retention and Placement Evaluation project is briefly discussed. The project was designed to research the attitudes, policies, and practices that cause migrant students to be below modal grade, and develop strategies which would address the phenomenon. Also discussed are extra year and transitional programs and late entry into formal schooling. (RH)

**ED 332 793**                    PS 019 479
*Russell, Susan Dana  And Others*
Working in Child Care in North Carolina.
Day Care Services Association, Inc., Chapel Hill, NC.
Spons Agency—Knight Foundation, Inc., Akron, Ohio.; Mary Reynolds Babcock Foundation, Winston Salem, N.C.
Pub Date—[89]
Note—11p.; Also supported by the Corporate Champions Task Force of Charlotte and Duke Power Foundation.
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, *Day Care, Early Childhood Education, *Fringe Benefits, Postsecondary Education, Predictor Variables, *Salaries, Standards, State Surveys, *Work Environment
Identifiers—*North Carolina, *Program Characteristics
This study was designed to: (1) obtain current salary and benefit information concerning child care workers in North Carolina; (2) profile the working conditions of day care workers; (3) determine the turnover and retention rates of day care workers and the factors that contribute to these rates; and (4) profile the day care worker and the factors that are necessary for the worker's continued commitment to the child care profession. Ten percent of all centers in North Carolina were randomly sampled. Responses were received from employees in 137 of the 257 centers in the sample. Findings indicated that child care is in crisis. Low wages are driving people out of the field and preventing well-educated teachers from considering child care as a career option. High turnover rates and a minimally educated teacher population contribute to a low quality of caregiving. It is concluded that policy decisions at both the legislative and administrative levels must begin to focus on solutions to the myriad of problems found. (RH)

**ED 332 794**                    PS 019 495
*Darling, Sharon*
Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.
Kenan Trust Family Literacy Project, Louisville, KY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[88]
Note—14p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, *Early Childhood Education, *Early Intervention, Educational Development, Family Programs, *Literacy Education, Parent Attitudes, Parent Education, *Parents as Teachers, Parent School Relationship, Remedial Programs
Identifiers—Family Intervention, *Family Literacy, *Kenan Trust Family Literacy Project, Kentucky
The problem of illiteracy is intergenerational. Many parents lack the skills, knowledge, and awareness needed to support their children's educational development. Our educational system must be changed so that it places equal priority on education for the child and on academic remediation for the parent. Family intervention programs do not address the undereducation of the parents. In family literacy programs, however, parents and children become teachers and learners. Functional context literacy, that is, relating the content of what is taught to the specific needs and goals of the individual learner, makes learning relevant to the goals of parents and children. The Kenan Trust Family Literacy Project, an outgrowth of the Parent and Child Education (PACE) program in Kentucky, provides individualized instruction and joint learning in elementary schools to parents and their preschool children. Parents sharpen their skills in reading, math, and language, and receive career counseling, student assessment, and employability skills instruction. Benefits include increased responsibility and improved parenting skills for parents, and increased maturity and cognitive growth for children. The Kenan Project results indicate that disadvantaged children and parents can be helped jointly in intervention programs. (SH)

**ED 332 795**                    PS 019 503
*Fuchs, Lucy*
Structure and Freedom in Selected Pre-School Programs.
Pub Date—[90]
Note—14p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Preschool Children, Preschool Education, *Preschool Teachers, Program Evaluation, *Teacher Behavior, Teacher Guidance, *Teacher Role, *Teacher Student Relationship
Identifiers—Academic Orientation, *Child Centered Education, *Structured Activities
This study investigated the way in which different programs deal with the often conflicting requirements for structure and individual freedom in pre-

school education. Several programs were observed and evaluated. Background issues discussed include the issue of whether teachers or children determine which activities will be undertaken; the distinction between teacher- and child-centered activities; the distinction between academic and nonacademic activities; and the requirements for structure as determined by the needs of children, teachers, and the activity content. The research plan, which consisted of observations to be made by students of early childhood, is discussed. Anecdotal results of the observations are presented. From the observations, it was clear that no one method of instruction was completely superior to others. (BC)

**ED 332 796**                          **PS 019 504**
*Engel, Susan*
**Children's Bursts of Creativity.**
Pub Date—[89]
Note—21p.; Photographs may not reproduce clearly.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, Case Studies, *Childrens Art, *Creative Development, *Creative Expression, Creative Writing, *Creativity, Creativity Research, *Elementary School Students, *Grade 1, Primary Education, Teacher Role
Identifiers—Childrens Writing, Integrative Processes
This paper describes the creative activity of two first graders and identifies moments of creative activity that reflect the integration of strands of experience. Children's and adults' creativity are compared. Topics include: (1) the role of novelty in art; (2) the creative act as an interaction of individual, product, and culture; and (3) the influences of the teacher on children's creativity. The two children studied were observed in their class weekly over a 6-month period. The attention of the first child, Ingrid, to stories and pictures, and the manner and nature of her artistic creation in response to her experience are described. The learning and social style of the second child, Lincoln, are discussed, and his drawing and painting in response to classroom discussion are described. The observations of the children support a view of the young child as an artist whose work reflects cognitive and affective development and possesses aesthetic merit. The observations suggest that children experience change in the creative mode in fits and starts. A list of five references, and color prints of the children's artworks, are provided. (BC)

**ED 332 797**                          **PS 019 506**
**The State of America's Children: 1991.**
Children's Defense Fund, Washington, D.C.
Report No.—ISBN-0-938008-86-2
Pub Date—91
Note—177p.
Available from—Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($12.95, plus $2.00 for postage).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—At Risk Persons, *Child Health, *Childhood Needs, *Day Care, Educational Improvement, Elementary Secondary Education, *Employed Parents, *Family Income, Family Problems, Federal Legislation, *Homeless People, Housing, Institutional Mission, Poverty, Preschool Education, Social Problems, State Programs, Tables (Data)
Identifiers—*Vulnerability
The Children's Defense Fund (CDF) presents its 1991 report on the state of America's children. An introductory call to action includes seven steps that CDF will take to attain its goals and 10 lessons to guide activists. The rest of the report focuses on: (1) family income and employment; (2) child care; (3) health; (4) education; (5) youth development; (6) housing and homelessness; and (7) vulnerable children and families. Appendices provide statistical data on numerous variables relating to U.S. children compared to children in the rest of the world, characteristics of U.S. children as a whole, and characteristics of children in each of the 50 states and in major cities. An index of over 425 entries ranges from AFDC to YouthBuild. Entries with the largest number of page references are child care and education. (RH)

**ED 332 798**                          **PS 019 513**
*O'Brien, Leigh M.*
**Teacher Values and Classroom Culture: Teaching**

**and Learning in a Rural, White Head Start Program.**
Pub Date—24 Feb 91
Note—28p.; Paper presented at the Annual Ethnography in Education Forum (12th, Philadelphia, PA, February 24, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Research, Compensatory Education, *Context Effect, *Cultural Influences, Educational Practices, Ethnography, Family School Relationship, Instructional Materials, Learning Activities, Preschool Education, *Rural Areas, Space, *Teacher Attitudes, Teacher Student Relationship, Time, *Values, *White Students
Identifiers—*Project Head Start
An ethnographic investigation was conducted for the purpose of elucidating the impact of cultural contexts on teachers' values and classroom practices. Data were collected in a classroom in a Head Start center located in a small, economically depressed town in rural, central Pennsylvania. The study focused on the head teacher, the assistant teacher, and the special programs tutor, all of whom were white women from the surrounding community who had varying amounts of Head Start training, but no college degrees. Domains of central interest were the uses of time and space, activities and materials, interactions between teachers and children, and connections between home and school. Questions guiding the study were: (1) What values are promoted by teachers in the center? (2) How are time, space, materials, activities, and teacher-child interactions used to support these values? (3) Is an orientation toward either self-direction or conformity toward the group evident? (4) Why do the teachers feel it is important to promote certain values? (5) Do the social milieus of the teachers play a role in determining the values that are promoted? Concluding discussion concerns implications of the findings. Appended are the researcher's reflections on herself, life histories of the teachers, and a questionnaire for use in studying teachers' social milieus. (RH)

**ED 332 799**                          **PS 019 519**
*Ball, Wesley A.*
**Music: An Avenue for Cultural Literacy.**
Pub Date—15 Mar 91
Note—20p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (42nd, Atlanta, GA, March 15, 1991).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Intellectual Development, Intelligence, Listening, *Multicultural Education, Music Appreciation, *Music Education, *Preschool Children, Preschool Education, Sensory Integration, *Singing
Identifiers—Folk Music, Lyrics, *Music Ability
This paper discusses aspects of the role of music in the preschool setting. The teaching and singing of folk songs are an avenue through which cultural literacy can be explored. A sensory approach to song learning that includes visual, kinesthetic, and aural stimuli increases children's vocabulary. Some theories suggest that musical intelligence is only one of several forms of intelligence. Without active musical involvement, there is a loss of children's musical aptitude between ages five and six. Because art forms are not isolated in the child's world, music can be used as a companion to other forms, such as dramatic play and stories. Strategies for teaching must be active. When such styles are used, children will be involved through sensory modes of learning. In conclusion, research shows that musical aptitude becomes stabilized before age nine, and that more consideration must be given to the musical experiences of children between the ages of three and eight. Appendixes contain songs and examples of active listening teaching strategies. (BC)

**ED 332 800**                          **PS 019 522**
*Allgeier, Ivy Lynn*
**Naturalistic Study of the Literate Behaviors of 4-Year-Old Children Occurring during Spontaneous Play in the Hollow Block Area of a Preschool Classroom.**
Pub Date—14 Feb 91
Note—23p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February 14, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Naturalistic Observation, *Play, *Preschool Children, Preschool Education, *Toys, *Writing (Composition), *Written Language
Identifiers—Blocks, *Child Behavior, *Literacy Events
The play activity of 20 children was videotaped and annotated. The children were questioned about their play and artifacts of the play were collected. Data revealed a qualitative organization similar to a hierarchy. This structure reflected themes, domains of literate behavior, functions, and skills. A vignette of an episode of spontaneous play is offered as an illustration of the process used to analyze the play. It is concluded that: (1) literate behavior involves the union of domains of behavior, function, skill, and knowledge; (2) spontaneous play with hollow blocks provides children with opportunities to engage in literate behaviors; and (3) play contexts influence children's specific literate behaviors. The conclusion indicates that hollow blocks should be established as part of the preschool curriculum. A bibliography of 15 items, and copies of the children's artifacts made during spontaneous play, are included. (BC)

**ED 332 801**                          **PS 019 544**
*Haas, Mary E.*
**The Young Child's Need for Death Education.**
Pub Date—4 Apr 91
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Death, *Educational Practices, Guidelines, Preschool Education, *Preschool Teachers, *Teacher Role, *Teaching Methods, *Young Children
Children are capable of handling the subject of death but the preschooler has more difficulty than others, and requires more time to resolve a loss. A teacher can help by responding in a supportive way. The teacher's difficulty is that a death almost always comes as a surprise which means that the teacher must work through the crisis for herself at the same time that she is trying to help her students. There are at least three plans of action a teacher can take when death occurs: (1) refuse to deal with the event; (2) integrate the topic of death into the curriculum; and (3) respond incidentally to the event and topic of death as they arise. With the latter situation, teachers should have prepared in advance clear objectives and carefully considered intructional strategies. When they teach about death, teachers can provide emotional support for children by listening to their concerns, feelings, and fears about death; by providing correct, factual answers to students' questions about death; and by helping students identify myths and erroneous information on the topic. (17 references) (RH)

**ED 332 802**                          **PS 019 546**
*Oberlander, June R.*
**Slow and Steady, Get Me Ready. A Parents' Handbook for Children from Birth to Age 5.**
Report No.—ISBN-0-9622322-0-3
Pub Date—89
Note—342p.
Available from—Bio-Alpha, Incorporated, P.O. Box 7190, Fairfax Station, VA 22039 ($19.95, plus $2.00 shipping. Virginia residents add $0.90 sales tax per book).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Home Programs, Individual Development, *Infants, *Learning Activities, Parents as Teachers, *Preschool Children, School Readiness, *Toddlers
This handbook, which was written by a retired kindergarten teacher with over 25 years of experience, is intended to bridge the gap between home and school. It describes 260 learning activities, each of which is based on a different concept. Most activities require materials usually found in the home. An activity is provided for each week of the child's life from birth through the fourth year. Activity guides are written in language that is easy to understand and include statements of the ways in which the activity promotes growth in different areas of development. The preface offers suggestions for implementing the activities. (RH)

ED 332 803                          PS 019 552
*Shin, Eunsoo   Spodek, Bernard*
**The Relationship between Children's Play Patterns and Types of Teacher Intervention.**
Pub Date—Apr 91
Note—12p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Cognitive Development, Experiential Learning, *Intervention, *Play, *Preschool Children, Preschool Education, *Preschool Teachers, Sex Differences, Social Development, *Teacher Behavior
Identifiers—*Play Learning
The relationship between children's play patterns and types of teacher intervention were studied in four preschool play settings. Subjects were preschool head teachers and children in 10 preschools. Each classroom was observed during the free play period on five consecutive days. Children's play behaviors were coded according to 12 categories of social-cognitive play. Play areas were coded according to four types and teachers' interventions were categorized into nine types. The most frequent interventions in the social play categories occurred for solitary play. There were no differences between frequency and type of intervention for boys or girls. The most frequent interventions in the cognitive categories occurred for constructive play. Different intervention patterns were used in each of the four play areas. The teachers intervened in the art play area most often and in dramatic play least often. Results indicated that children's play was influenced by teachers' intervention. To maintain educational play, teachers should seek an optimal level of intervention in children's play. A list of 36 references is provided. (BC)

ED 332 804                          PS 019 573
*Pederson, David R.   And Others*
**Maternal Emotional Responses to Preterm Birth.**
Spons Agency—Ontario Mental Health Foundation, Toronto; Ontario Ministry of Community and Social Services, Toronto.
Pub Date—Apr 91
Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Birth, Comparative Analysis, *Emotional Experience, Foreign Countries, *Mothers, *Parent Attitudes, Premature Infants, Stress Variables
Identifiers—*Canada
This report describes the results of three studies of Canadian mothers with preterm infants that support three conclusions about mothers' experiences of preterm birth. The first conclusion is that preterm birth is a very stressful experience, even for mothers with relatively healthy infants. Mothers' major concerns focused on their infants' survival and need for special care, and their own alienation from a sense of being a mother. The second conclusion is that the nature of the stress and the focus of worry changes with the infants' recovery and development. At five months after discharge, the only difference between preterm and full-term mothers on a mood inventory was that preterm mothers saw themselves as less clearheaded than full-term mothers. Interview and questionnaire data indicated a decrease in stress. Concerns about the infant's survival and the mother's alienation from the maternal role were no longer salient issues. There were no perceived differences between preterm and full-term mothers in the parental role as assessed on the Parenting Stress Index. The third conclusion is that the magnitude of the stresses appears to dissipate over the infant's first year. Preterm mothers in the second study were still worried about their infants' development and recognized the vulnerability of their infants, and thus the ongoing need for special care. The paper also includes discussion of the aims of the neonatal intensive care unit in which the research was conducted. Eight graphs and the maternal discharge questions are attached. (RH)

ED 332 805                          PS 019 574
*Lehman, Elyse Brauch   And Others*
**Temperament and Self-Soothing Behavior in Children: Object Attachment and Thumbsucking.**
Pub Date—20 Apr 91
Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, *Attachment Behavior, Comparative Analysis, *Individual Development, *Individual Differences, *Personality, *Young Children
Identifiers—Rothbart Infant Behavior Questionnaire, *Thumbsucking
A new measure of temperament, Rothbart's Children's Behavior Questionnaire (CBQ), was used to compare children with attachments to objects and those without such attachments. Comparisons were used to determine whether temperament differences between children with and without a history of object attachment held for children with and without a history of thumb- and finger-sucking. Findings were expected to improve understanding of the origins of children's self-soothing behaviors. Parents of 86 children of 4, 6, and 8 years of age completed Rothbart's CBQ and the Object Attachment Questionnaire. Comparative analysis of the data indicated that children who were attached to objects more frequently enjoyed gently rhythmic activities, being sung to, snuggling up to a parent, taking warm baths, sitting quietly in the sunshine, and looking at picture books. There were no interactions between age and object attachment group. Compared to others, children with frequent thumb-sucking were rated as less likely to: (1) become excited about anticipated pleasurable events; (2) enjoy high stimulus intensity events; and (3) smile and laugh in response to changes in stimulus intensity. Findings support suggestions that individual differences in temperament are associated with the development of attachment to objects. Temperament characteristics were related both to whether or not an object attachment developed and the type of self-soothing behavior used. (RH)

ED 332 806                          PS 019 576
*Frost, Joe L.   Dempsey, James D.*
**Playgrounds for Infants, Toddlers, and Preschoolers.**
Pub Date—[90]
Note—16p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Costs, Design Requirements, Equipment, Facility Guidelines, *Infants, Legal Responsibility, *Play, *Playgrounds, *Preschool Children, Preschool Education, Safety, Site Selection, *Toddlers
Identifiers—Cost Containment
This paper offers practical assistance for the development of high quality playgrounds for infants, toddlers, and preschoolers in child care. Discussion of the value of play in child development and the benefits of outdoor play is followed by a consideration of the ways children use playgrounds in exercise, construction, group and dramatic forms of play, and games with rules. The curriculum and outdoor environment are considered. Discussion of playground development focuses on site selection and general layout; selection of play equipment; the process of cutting costs; playground safety; and liability for injuries to children resulting from lack of reasonable care. Child care directors' three major options for developing playgrounds are: (1) designing and building with volunteer labor and professional supervision; (2) using local custom designers and builders with proven expertise; and (3) using manufacturers in design and equipment selection. The first option is the least expensive and usually carries greater risk for legal liability. Any of the options can result in playgrounds with high play value and low safety risk; however, if poorly planned and implemented, any of these options can result in uninspired, sterile, and hazardous playgrounds. Definitions of different types of playground equipment are provided, as are diagrams of typical play areas for children from 6 to 24 months, 24 to 36 months, and 3 to 6 years of age. (27 references) (RH)

ED 332 807                          PS 019 583
*White, Kimberly A.*
**Teacher Expectations for Four-Year-Old Children: A Qualitative Analysis.**
Pub Date—Apr 91
Note—26p.; Paper presented at the International Study Conference of the Association for Child-

hood Education International (San Diego, CA, April 17-20, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Day Care Centers, Individual Differences, *Preschool Children, Preschool Education, *Preschool Teachers, Private Schools, Research Needs, *Social Behavior, *Student Reaction, *Teacher Expectations of Students, Teacher Student Relationship
An observational case study was conducted during a 6-month preiod in an effort to determine whether teachers of 4-year-old children had expectations for their students' social behavior and academic performance. Students were in the prekindergarten program of a private child care center. The study also examined the ways in which expectations were relayed to the students and the ways in which students perceived the expectations. A total of 3 teachers and 48 children participated. It was found that the teachers did have expectations for students' social behavior and academic performance. Their expectations were based on information about such variables as children's capabilities, age, maturity, and family situations. The accuracy of the teachers' expectations for their students varied. Children in each group shared similar characteristics and teachers interacted with the grouped children in similar ways. The children were able to perceive and interpret the expectations their teachers had for social behaviors. Implications for preschool teachers and directions for further research are pointed out. (RH)

ED 332 808                          PS 019 590
*Mandel, Scott*
**Responses to Cooperative Learning Processes among Elementary-Age Students.**
Pub Date—Apr 91
Note—18p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, Communication (Thought Transfer), *Cooperative Learning, Educational Practices, *Elementary School Students, Grade 5, Intermediate Grades, Participant Observation, *Peer Relationship, Personality, *Questioning Techniques, Student Behavior, Student Characteristics, *Student Leadership, *Teacher Behavior, Teacher Role, Teacher Student Relationship, Teaching Methods, Videotape Recordings
An in-depth investigation of the inner components of cooperative learning methodologies was made, concentrating on five basic research questions. These were: (1) Do teacher's focusing questions and interaction with students during cooperative learning facilitate students' critical thinking skills? (2) In what ways do cooperative learning groups affect students' leadership roles and communication patterns? (3) What is the nature of student-to-student interaction during individual task assignments? (4) In what ways do cooperative learning skills affect subsequent work behaviors during non-cooperative learning time? (5) In what ways does a cooperative learning environment affect students' behavior? Subjects were a class of fifth-grade public school students who were placed into heterogeneous cooperative learning groups based on the variables of student leadership tendencies, academic achievement, and ethnicity. Four social studies learning modules that used the Group Investigation model of cooperative learning were implemented. This methodology and subject area were chosen on the basis of the class's previous successful experiences with this model in the social studies area. Follow-up research was conducted the following year when the subjects were in the sixth grade. Data were collected through videotaping, student profiles of three at-risk children, students' journals, a student work preference questionnaire, and matrices on leadership, communication, and student work behavior. Findings are discussed and recommendations are offered. Citations number 39. (RH)

ED 332 809                          PS 019 591
*Warshaw, Carole   And Others*
**Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.**
Pub Date—Apr 91

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education Programs, Comparative Analysis, *Conflict, Educational Research, *Institutional Characteristics, *Kindergarten, Primary Education, *Program Implementation
Identifiers—*Conceptual Frameworks, Cummins (James)
Three bilingual kindergarten classrooms were studied in depth in their school settings to see what conflicts arise between the expectations of the mainstream administrative structure of the school and the expectations of the bilingual curriculum of the district and how such conflicts are handled. Particular attention was given to potential conflict between the structures that Cummins (1986) recommended for bilingual education and more traditional school structures. Fundamental to the study were Cummins' elements in the organization of schooling that affect the extent to which minority students are empowered or disabled. These elements are: (1) the incorporation of minority students' culture and language; (2) the inclusion of minority communities in the education of their children; (3) use of a reciprocal interaction model of pedagogy rather than a transmission model; and (4) advocacy in assessment rather than delegitimation. Cummins' writings were reviewed to identify the specific observable behaviors that he recommends, and observations and interviews were conducted in classrooms and schools. Descriptive syntheses of observations and interviews conducted in the three schools are presented. Study findings indicate there are two widely divergent types of implementation of bilingual education in the schools. (RH)

**ED 332 810**      **PS 019 600**
*Kendall-Tackett, Kathleen A.*
**Professionals' Standards of "Normal" Behavior with Anatomical Dolls and Factors That Influence These Standards.**
Spons Agency—American Psychological Association, Washington, D.C.; Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date—18 Apr 91
Contract—89-IJ-CX-0040
Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Standards, *Child Abuse, Comprehension, *Diagnostic Tests, Law Enforcement, Mental Health, *Professional Personnel, *Sexual Abuse
Identifiers—*Anatomically Correct Dolls
A total of 201 professionals who work with victims of child sexual abuse were asked to rate the extent to which various behaviors with anatomically correct dolls would be normal for nonabused children between 2 and 5.9 years of age. Subjects were either law enforcement or mental health professionals. Behaviors ranged from such ambiguous behaviors as undressing the dolls, looking at and touching dolls' genitals, and avoiding the dolls, to such highly sexualized behaviors as showing vaginal or anal penetration, showing oral-genital or genital-genital contact, and showing fondling or digital penetration. The majority of subjects agreed that overtly sexual behaviors, such as demonstrating oral-genital contact, were abnormal for nonabused childen. For less obvious behaviors, such as touching the sex parts of dolls, there was considerably less agreement. The ratings of these ambiguous behaviors varied depending on the profession of the subject, sex of the subject, and number of years of experience. Law enforcement professionals, women, and those with the least number of years of experience were more likely than others to view ambiguous behaviors as abnormal. Findings are discussed in the context of past research and directions for future studies. (RH)

**ED 332 811**      **PS 019 602**
*Peskin, Joan*
**Pretence and Deception: One Cognitive Watershed or Two?**
Pub Date—Apr 91
Note—6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development

(Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, Cognitive Development, Foreign Countries, *Individual Development, *Prediction, *Preschool Children, Preschool Education, *Pretend Play
Identifiers—Canada
A total of 48 Canadian, middle-class 3-year-olds participated in a study of their abilities to predict the actions of a story character with a false belief and a story character engaged in pretence. In the experimental situation, a red puppet with pen-markers for legs left an "inky trail" to the location of a hidden treasure in one of three cups that were placed upside down on an erasable surface. Tracks were erased, false tracks were made to an empty cup, and a duck searched for the treasure. Subjects predicted the duck's actions under two conditions. Half the subjects were told that the duck did not know that the tracks were false and did not lead to the treasure; half were told that the duck knew that false tracks were to be made and where the treasure was hidden, but the duck had agreed to pretend that the treasure was at the end of the false tracks. Two questions were asked: (1) Where will the duck look for the treasure? (2) Where will the duck think the treasure is? Findings indicated that 3-year-olds were able to predict the actions and thoughts of a character who was pretending that inky tracks lead to the treasure, but were not able to predict the thoughts and actions of a character who falsely believed the tracks led to the treasure. Findings support the claim that there are two representational watersheds: first, an understanding of pretend play, and, later, the ascription of a false belief. (RH)

**ED 332 812**      **PS 019 604**
*Greenberger, Ellen   O'Neil, Robin*
**Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.**
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 91
Note—36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Rearing, Daughters, Emotional Experience, *Employed Parents, Family Life, Fathers, Mothers, Observation, *Parent Attitudes, *Sex Differences, *Social Development, Sons, *Teacher Attitudes, Transfer of Training, Young Children
Identifiers—Job Characteristics
Parents, their 5- to 6-year-old children, and teachers participated in a study focusing on three aspects of jobs: (1) degree of challenge and stimulation; (2) complexity of work with people and "time urgency"; and (3) the relationships of these variables to selected aspects of parenting and perceptions of children's social behavior. Data were collected through self-reports, observational measures of work and parenting, and parents' and teachers' ratings of the participating children. Findings indicated that relations between job characteristics and parenting differed substantially according to the gender of the parent and child. Features of fathers' jobs were more strongly associated with parenting than were features of mothers' jobs, and features of parents' jobs were more strongly linked to the parenting of sons than of daughters. Boys appeared to benefit selectively when parents had higher quality jobs. Parents, especially fathers, behaved more warmly and responsively with sons. They reported a firm but flexible disciplinary orientation: a pattern that did not typically emerge in relation to daughters. These findings survived controls for parental education and other potentially confounding variables. Analyses designed to probe the influence of job characteristics on parenting provided evidence for a mood spillover explanation and a transfer of training explanation. (Author/RH)

**ED 332 813**      **PS 019 606**
*Berndt, Thomas J.   Keefe, Keunho*
**How Friends Influence Adolescents' Adjustment to School.**
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 91
Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Adolescents, Comparative Analysis, Discipline Problems, *Educational Environment, Elementary School Students, *Friendship, Grade 7, Grade 8, Junior High Schools, *Peer Influence, *Rural Areas, Student Participation
A short-term longitudinal study investigated theoretical perspectives on friends' influences and compared the influence of a student's closest friend with that of several close friends. Participants were 297 seventh and eighth graders in junior high schools in small towns or rural areas adjacent to a medium-sized city. Measures obtained in the fall and spring of a school year provided data on students' involvement in school, the frequency with which they were disruptive in class, names of their best friends, and positive and negative features of their friendships. Questions about positive features dealt with the friends' prosocial behavior and emotional support, and the intimacy of the friendships. Questions about negative features dealt with the frequency of conflicts and rivalry or unpleasant competition between friends. Students' English and mathematics teachers rated their involvement and disruptive behavior. Findings indicated that friends influence one another's attitudes and behavior so that the friends become increasingly similar over time. Adolescents' adjustment to school was affected by the features of their friendships. Correlations based on multiple friendships were often larger than those based on the closest friendship. Findings suggest that measures based on several friendships are more reliable than those based on one friendship, but researchers can expect to get comparable results from both types of measures. (RH)

**ED 332 814**      **PS 019 609**
*Johnston, Charlotte   Krech, Kathryn H.*
**Maternal Depressive Symptomatology and Perceptions of Child Behaviour.**
Pub Date—Apr 91
Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Disorders, *Depression (Psychology), Foreign Countries, *Mothers, *Parent Attitudes, *Teacher Attitudes, Videotape Recordings
Identifiers—British Columbia, *Child Behavior
This study of the relationship between maternal depressive symptomatology and perceptions of child behavior used standard child behavior stimuli to control for differences in child behavior. A total of 31 mothers of children between 5 and 12 years of age with externalizing behavior disorders participated. Each mother watched three videotapes of children and completed ratings of the children. In one presentation, the child displayed externalizing behaviors; in a second, the child displayed internalizing behaviors; in a third, the child behaved in a prosocial manner. Mothers also completed several measures of depressive symptomatology. There were significant correlations between a composite measure of maternal depressive symptomatology and negative perceptions of all three child behavior presentations. Maternal depressive symptomatology was also related to mothers' perceptions of their children, but not to teachers' perceptions of these children. Results suggested that depressive symptomatology makes a small, but significant, contribution to maternal perceptions of child problems. (Author/RH)

**ED 332 815**      **PS 019 610**
*Butterworth, George*
**Evidence for the "Geometric" Comprehension of Manual Pointing.**
Pub Date—Apr 91
Note—24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Cognitive Ability, *Cognitive Development, *Communication (Thought Transfer), Comprehension, Individual Development, *Infants, *Nonverbal Communication, Preschool Education
Identifiers—*Gaze Patterns, *Pointing Behavior

A series of experiments investigated 5- to 17-month-olds' comprehension of adults' direction of gaze and manual pointing behaviors. Findings indicated that a change in the adult's direction of gaze and orientation of head does not seem sufficient to enable the infant to reliably localize a referent when the infant must choose between pairs of identical targets on the same side of the visual field. Strong evidence for comprehension of referential communication was obtained when the adult not only looked but also pointed at the correct target. Babies of 10 months and older accurately localized the target regardless of whether it was to the right or left of the visual field, even when a competing, identical target had to be ignored. Tentative evidence indicated that the ability to comprehend pointing may first arise for targets in the right side of the field of vision between 5 and 9 months of age, and may become bilateral toward the end of the first year. (Author/RH)

**ED 332 816**                         PS 019 611
*MacDonald, Christine D.*
**Children's Awareness of Their Popularity and Social Acceptability.**
Pub Date—Apr 91
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childhood Attitudes, Cognitive Ability, *Expectation, *Peer Acceptance, *Popularity, *Rejection (Psychology), Self Concept, Sex Differences
Identifiers—*Accuracy, *Sociometric Status
    Children in grades one through six evaluated same-sex classmates in terms of sociometric nominations (three children you "like best") and sociometric ratings (a six-point scale ranging from "like very much" to "like very little"). In addition, each child performed a recursive version of each of the tasks (i.e., "Who do you think nominated you?"; "What rating do you think that each classmate gave you?"). Based on peer nominations and ratings, children were grouped into five social status categories: popular, average, neglected, controversial, and rejected. Significant main effects of status were found when actual and expected nominations and ratings were compared. Both ratings and nominations were underestimated by popular children, accurately estimated by average children, and overestimated by rejected children. Neglected children were accurate in their perceptions of peer ratings but not nominations, whereas controversial children were more accurate on nominations than ratings. Fifth and sixth grade girls were significantly more accurate than any other group, according to results of a signal detection analysis of the nomination data. Rejected boys were significantly less accurate than any other group. It is concluded that social status was related to social recursive thinking ability, and this relationship was the clearest among subjects in the extreme sociometric groups. (Author/RH)

**ED 332 817**                         PS 019 612
*Dave, R. H.   And Others*
**Meeting the Basic Learning Needs of Out-of-School Children: Non-Formal Approaches.**
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Pub Date—Jan 90
Note—39p.; Paper presented as a Special Study for the World Conference on Education for All (Thailand, March 5-9, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Organization, Adult Learning, *Basic Skills, *Developing Nations, Educational Finance, *Educational Innovation, Educational Policy, Elementary Secondary Education, Equal Education, Foreign Countries, Global Approach, *Nonformal Education, Profiles, *Student Characteristics, Teacher Education, Teaching Methods
Identifiers—Bangladesh, *Basic Education, Brazil, Burundi, China, Colombia, Egypt, Ethiopia, India, Indonesia, Pakistan, Philippines, *Program Characteristics, Sri Lanka
    This study reports on innovative alternative approaches to children's education in 12 developing countries. These approaches are examined with ref-

erence to their flexibility regarding time and place of learning, age of pupils, relationship with formal education systems, relevance and functionality for the actual situation of learners, and ability to meet national and local development goals and learning needs. Findings indicate that nonformal education (NFE) makes use of a wide range of learning sites and that these sites are in keeping with the lifestyles of learners whenever possible. NFE generally demands fewer hours for its program of basic or primary education than the formal equivalent. Classes for children who must work are timed to correspond to their needs. A confidence-building drop-in approach is used to reintegrate street children. Class size varies from small learning groups to large group instruction involving more than 50 pupils. Curricula of NFE vary considerably. A typical curriculum includes instruction in language, elementary mathematics, social science, games, social and human values, and relevant vocational and life skills. Methods of instruction include teacher-centered and self-learning methods. NFE will need accreditation, evaluation, pre-service and in-service teacher education, and funding as the system is improved. (29 references) (RH)

**ED 332 818**                         PS 019 615
*Jacobs, Janis E.   And Others*
**Family Decision-Making in Early Adolescence: Conversations and Choices.**
Spons Agency—General Mills, Inc., Minneapolis, Minn.
Pub Date—Apr 91
Note—32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, Age Differences, *Decision Making, *Family Life, *Family Structure, One Parent Family, *Preadolescents, Sex Differences
    This study investigated the processes and outcomes of family decision-making during children's transition from late childhood to adolescence. Members of 28 one-parent families and 40 two-parent families completed four decision tasks independently, then as a family. Decision tasks concerned selecting a bicycle, a snack, a movie, and a camp for the child. After making individual decisions, family members were asked to reach consensus on the same decisions. Influence was measured by correspondence between an individual's original decision and the joint decision. Joint family decision-making was tape-recorded, coded and analyzed by means of aspects of Halweg's Interaction Coding System as incorporated into Bales' Interaction Process Analysis. All family members used similar sources of information when making decisions, but their level of influence on family decisions differed. Children in one-parent families had more influence than those in two-parent families, and children's influence varied by gender and age-group. Preliminary analyses of family discussions about the joint decision tasks indicated that family configuration and age were not systematically related to family decision processes. It is concluded that researchers may need to rethink the role of parental influence in the development of children's decision-making skills. Information should be targeted at specific gender and age groups. (RH)

**ED 332 819**                         PS 019 617
*Rothbaum, Fred  Pott, Martha*
**Parental Caregiving and Child Externalizing Behavior in Nonclinical Samples: A Meta-Analysis.**
Spons Agency—Tufts Univ., Medford, Mass.
Pub Date—18 Apr 91
Note—62p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affective Behavior, Children, Emotional Response, Fathers, Meta Analysis, Mothers, *Parent Child Relationship, *Parent Influence, Parent Role, Parents, *Predictor Variables, Sex Differences
    This metaanalysis examined different parental variables in order to determine which best predict children's externalizing behavior. Also examined were other variables that may influence the association of parenting and externalizing, such as type of child behavior, gender of parent and child, and age

of child. Parental variables included in the analyses were approval, guidance, motivation setting, noncoercion, synchrony, affection, and miscellaneous behaviors. Findings indicated that several caregiving variables, namely, approval, guidance, motivation setting, noncoercion, and synchrony, significantly predicted absence of externalizing behavior. These variables better predicted absence of externalizing behavior when considered in combination than when considered individually. Boys' externalizing behavior was more associated with parental responsiveness than was girls'. This was especially the case among preadolescents who were with their mothers. Stronger parent-child associations were found for mothers than for fathers and for grade school children than for preschool children. It is concluded that the findings point to the importance of parental responsiveness and parent-child reciprocity. (Author/RH)

**ED 332 820**                         PS 019 618
*Matusov, Eugene L.*
**Types of Preschoolers' Verbal Thinking: Judgement of Fundamental Physical Laws.**
Pub Date—Apr 91
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Cognitive Ability, *Evaluative Thinking, Foreign Countries, *Physics, *Preschool Children, Preschool Education, *Scientific Concepts, *Verbal Communication
Identifiers—Developmental Theory, USSR (Moscow)
    Piaget (1968) and Michotte (1963) studied children's perception of physical causality. While emphasizing perception, they deemphasized thinking. The present study extends research by these authors by identifying types of verbal thinking in preschoolers on the basis of judgment of three fundamental physical laws: the first law of static, the law of impulse conservation, and the law of the conservation of energy. Viewing either a computer simulation or realia, 75 children between 4 and 6 years of age who were enrolled in a public kindergarten in Moscow watched a series of physical phenomena which either conformed to or broke a physical law. Subjects described and explained what they saw. Findings suggested that children use three types of verbal thinking when they describe physical laws: play, projective, and scientific thinking. In verbal thinking characterized as play, physical and spatial-temporal relations between objects symbolized and modeled human relations. The projective type of verbal thinking was characterized by: (1) attributing "activity" to one object and "passivity" to others; and (2) the object's activity being determined by its inner state, not by its action. Children's scientific verbal thinking was characterized by equality of physical objects. Results also revealed a developmental shift with age from play to projective interpretation. (Author/RH)

**ED 332 821**                         PS 019 619
*Guthrie, Ivanna  Betancourt, Hector*
**Examination of an Attribution-Emotion Model of Reactions to Violence in Children.**
Pub Date—Apr 91
Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Attribution Theory, *Childhood Attitudes, Cognitive Development, Elementary Education, *Elementary School Students, Emotional Experience, *Etiology, Grade 3, Grade 6, Intention, *Models, Punishment, Social Bias, *Violence
Identifiers—Retaliation
    A causal model of reactions to violence that incorporated the role of attribution processes, emotions, in-group bias, and cognitive development was studied with children 8-12 years old. Participants were 121 third and sixth graders who attended a private elementary school in southern California. In groups of six, subjects were presented one of a series of vignettes reporting an incident of violence in a sports competition at school. Photographs illustrated the vignettes. Measures of perceived intentionality and controllability, emotions experienced while listening to the story, prescriptions of punish-

ment, and judgments concerning likelihood of retaliation were obtained on one-to-five scales. The model was analyzed using Bentler's (1989) techniques for the analysis of structural equations. Results suggested that attribution processes, in-group bias, and age play a role in children's reactions to violence. The mediating role of anger was supported. A version of the proposed model, expanded to incorporate a developmental factor, was examined and found to fit the data exceptionally well. A table and seven figures are included. (Author/RH)

**ED 332 822**    PS 019 622
*Graham-Bermann, Sandy  Gest, Scott*
**Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.**
Pub Date—Apr 91
Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Students, *Family Relationship, Friendship, Group Structure, *Peer Acceptance, *Peer Relationship, Primary Education, *Rejection (Psychology), Sex Differences, *Siblings, Social Behavior
Identifiers—*Only Children, Reciprocity, Sociometric Status
The qualities of sibling relationships and friendships of socially accepted and rejected children were compared in a study involving 392 male and 384 female second and third graders. The students completed a series of assessments and their teachers filled out rating scales. Results indicated that sibling status was associated with friendship status. Only children without siblings and boys with sisters were at risk for having no best friend. As expected, friendship status was associated with sociometric status. More popular students were more likely to have reciprocal friendships, while those who were rejected were less likely to have reciprocal friendships. Both sibling and friendship status were associated with positive social behavior. For boys, having a sibling was strongly associated with being nominated by peers for more positive and less negative social roles. For girls, having both siblings and friends was associated with positive social behavior. Having a sibling and type of friendship affected the probability of being perceived in positive social roles by the teacher. Both sibling and friendship status affected the probability of being nominated in positive social roles by peers. (RH)

**ED 332 823**    PS 019 623
*Caruso, Grace-Ann L.*
**The Ecology of Child Care: The Relationship of Parent-Caregiver Support and Child Care Quality to Toddler Behavior.**
Pub Date—Apr 91
Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Ecological Factors, *Educational Quality, *Interpersonal Relationship, *Parents, Preschool Education, *Teachers, *Toddlers
Identifiers—*Family Support
This study investigated the association between the nature of parent-caregiver relationships and child behavior and examined the parent-caregiver relationship as a social support. A total of 120 parents of 2-year-olds who used child care at least 20 hours a week were randomly selected. Participants were asked to complete a survey that included a demographic questionnaire, measures of child behavior problems, and questions concerning support from family, friends, and caregivers. A total of 97 parents responded. Twenty parent-caregiver pairs that represented extreme positions regarding support from caregivers were subsequently interviewed in depth. Content analysis of interview data revealed four profiles of parent-caregiver relationships: custodial, business and professional, friend, and family relationships. These categories are defined and discussed. It was found that the toddlers in the sample, most of whom entered child care before 6 months of age, averaged fewer behavioral and emotional problems than toddlers in the normative sample. Caregiver support may be associated with child behavior and variations in child behavior may be related to different types and sources of social support. The relevance of the findings to the

ecological model of development-in-context is noted. (RH)

**ED 332 824**    PS 019 624
*Franco, Fabia  Butterworth, George*
**Infant Pointing: Prelinguistic Reference and Co-Reference.**
Pub Date—Apr 91
Note—30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Foreign Countries, *Individual Development, *Infant Behavior, *Interpersonal Competence, *Nonverbal Communication, *Peer Relationship, Physical Development, Social Development
Identifiers—Gaze Patterns, *Pointing Behavior, Reaching Behavior, *Referential Communication, Scotland
Four experiments investigating the effects of physical and social variables on the production of pointing in infants 10 to 18 months old are described. In the first two experiments, which were primarily concerned with the relation between reaching and index finger pointing, physical dimensions such as distance between baby and target objects were manipulated. Vocalization and the social communicative intentions of the pointing babies were measured. The third and fourth experiments concerned the role of the social context on the production of the pointing gesture. The third experiment compared the incidence of pointing in the presence and the absence of the mother in order to determine whether production of the gesture by the infant implies a recipient of the message. The fourth experiment compared the incidence of pointing in babies when the mother was the partner with the incidence of pointing when another infant was present. Results supported the view that pointing is, from its inception, a form of shared reference. An intrinsically social gesture, it is associated with visual checking with the social partner. It is used in infant-to-infant interaction and is not produced if there is no one around. Findings are discussed in terms of an early capacity of sharing reference and certain aspects of social understanding shown by infants. (RH)

**ED 332 825**    PS 019 630
*Battistich, Victor  Solomon, Daniel*
**A Longitudinal Study of Children's Social Adjustment during Elementary School.**
Pub Date—Apr 91
Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Antisocial Behavior, Comparative Analysis, Elementary Education, *Elementary School Students, *Identification, Interpersonal Competence, Kindergarten Children, Longitudinal Studies, *Predictor Variables, Prosocial Behavior, *Social Adjustment, *Social Development, *Student Characteristics, Student Improvement
A 7-year, longitudinal study of children's social development from kindergarten through sixth grade was designed to identify unusually prosocial children and characteristics that differentiated them from average and antisocial peers. Another objective was to identify functional socioemotional predictors of changes in children's social adjustment. Data were collected as part of the evaluation of a school-based intervention program designed to enhance students' prosocial development. Subjects were 303 students, primarily Caucasian and middle-class, from 3 elementary schools. A wide range of variables were assessed, many of them repeatedly, by means of a variety of measures and procedures. As expected, children in prosocial, average, and antisocial groups were found to differ significantly with respect to a large number of measures of social attitudes and values, interpersonal behavior, peer acceptance, school-related attitudes and values, and academic achievement. Curiously, no significant group differences were found for measures of social skill except for perceived social competence. Most differences were found when children were in middle and upper elementary grades. Prosocial children of both sexes, and average girls, improved in adjustment over time, but average boys

declined in adjustment. In contrast to the relative stability of antisocial boys, antisocial girls greatly declined in adjustment. (RH)

**ED 332 826**    PS 019 645
*Larson, Sandra K.  And Others*
**Outcome Differences between Breast-Fed and Bottle-Fed Infants.**
Pub Date—Apr 91
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Breast-feeding, Comparative Analysis, *Individual Development, *Infant Behavior, *Infants, *Neonates, Neurological Organization, Parents, Personality, Preschool Education
Identifiers—*Bottle Feeding
DiPietro, Larson, and Porges (1987) found behavioral and physiological differences between breast-fed and bottle-fed newborns. It was suggested that breast-feeding is associated with more optimal physiological organization and with increased irritable reactivity early in the neonatal period. The present study investigated whether breast-fed neonates' more optimal physiological organization leads to more optimal development later in infancy. A total of 29 breast-fed and 15 bottle-fed infants who had participated in a newborn study were seen again at 15 months of age. During the assessment of newborns, 10 minutes of heart pattern and respiration data were collected and the Neonatal Behavioral Assessment Scale was administered. At 15 months, the Bayley Scales of Infant Development and the Infant Characteristics Questionnaire were administered. Findings revealed that breast-fed infants scored significantly higher than bottle-fed infants on the Bayley Mental Development Index (MDI) at 15 months of age and tended to be rated as more fussy-difficult-demanding by their parents at 15 months. The decision to breast-feed was related to outcome at both the newborn period and at 15 months of age. Level of parent education and duration of breast-feeding were not related to outcome. It is concluded that, insofar as the predictive influence of feeding style is largely accounted for by neonatal vagal tone, that variable may mediate the observed developmental differences. (RH)

**ED 332 827**    PS 019 646
*Pope, Alice W.  And Others*
**Internalizing and Externalizing Subgroups of Peer-Rejected Children.**
Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date—Apr 91
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, Elementary Education, *Elementary School Students, *Identification, *Peer Relationship, *Rejection (Psychology), Sex Differences, *Student Characteristics
Identifiers—*Internality Externality, *Sociometric Status
Peer ratings on two semi-independent samples of peer-rejected elementary school boys and girls were analyzed to determine whether internalizing and externalizing subgroups could be identified statistically. Positive and negative nominations were obtained in classrooms from several hundred children across a period of two years. Each year rejected children were identified by using the Coie, Dodge, and Copotelli (1982) procedures, resulting in samples of 70 and 108 rejected children for the 2 years. In both samples, the two subgroups emerged from the cluster analyses. A third subgroup, previously unidentified and not well described by the variables measured, was present in both samples and was labeled the low problem group. These children were better accepted and less rejected than the internalizing and externalizing children. The internalizing subgroups consisted mainly of girls, while the externalizing subgroups were composed primarily of boys. Children in both subgroups were highly likely to remain rejected 1 year later and showed a tendency to remain within their own subgroup. The low problem rejected children tended not to remain rejected after 1 year.

(RH)

ED 332 828                    PS 019 649
Zambarano, Robert J.
Effects of Tone-of-Voice and Physical Punishment on Children's and Adults' Interpretation of a Brief Disciplinary Prohibition.
Pub Date—Apr 91
Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Adults, *Age Differences, *Attribution Theory, Children, *Corporal Punishment, *Cues, *Intonation, *Parent Child Relationship, Videotape Recordings
This study examines adults' and children's understanding of causal attribution cues in chaotic parent-child interactions. A total of 8 male and 8 female participants at each age of 4, 8, 12, and 18+ years, totaling 64 subjects, watched eight 30-second dramatized videotapes of a mother involved in some household task who discussed an issue with her child who was playing nearby. The parent-child interactions always involved the use of an ambiguous command to the child. Each episode ended with the command "Don't do that, just stop." With this command, changes in parental tone of voice, either angry or calm, and the use of physical punishment, with mother either spanking or not spanking her child, were manipulated to evoke different attributions and thus impart different discipline meanings. Subjects watched the tapes and indicated whether the ambiguous command referred to the mother's topic or to the child's play. As predicted, the manipulated parental behaviors provided clear information to adults. Children were confused, especially by the use of physical punishment. The results imply that parents are likely to mistakenly assume that such meaningful cues as yelling and physical punishment are well understood by their children. This research further demonstrates that parents would do best by speaking to their children clearly and carefully. (RH)

ED 332 829                    PS 019 651
Catron, Thomas F.   Masters, John C.
Children's and Mother's Judgments about the Acceptable Use of Corporal Punishment.
Spons Agency—Vanderbilt Univ., Nashville, TN. Inst. for Public Policy Studies.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
Pub Date—Apr 91
Note—28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Differences, *Childhood Attitudes, Children, *Corporal Punishment, Elementary School Students, Grade 5, Individual Development, Intermediate Grades, *Mothers, *Parent Attitudes, Preschool Children, Preschool Education
Identifiers—*Acceptability Judgments
Preschool children (N=23) and fifth-grade children (N=23) and their mothers judged the acceptability of corporal punishment as a function of the type of transgression (acting danerously, violating a social rule, or violating a moral precept) and discipline agent. Children of both ages and their mothers discriminated among different types of transgressions as a function of rule contingency, rule generalizability, and seriousness of the transgression. Compared to others, social convention transgressions were judged to be more rule contingent, less generalizable across settings, and less serious than dangerous or moral violations; however, children overall judged transgressions to be more generalizable than did their mothers. Preschool children showed broad acceptability for severe corporal punishment, that was consequent to any type of transgression, and administered by any agent, whereas fifth graders were generally discriminating about limits of punishability, and their judgments appeared to be transitional between the broad acceptance shown by younger children and more focused acceptability shown by mothers. Mothers did not condone punishment by other agents and tended to focus on dangerous and moral violations as most punishable. Findings suggest a developmental path from a single criterion for young children to consid-

eration of multiple criteria for older children and adults. Judgments were also interpreted as reflecting social roles such as parents' responsibility to constrain children and children's expectations for constraint. Implications for children's ability to identify and report abuse are discussed. (RH)

ED 332 830                    PS 019 736
Human Learning and Behavior Branch. A Report to the National Advisory Child Health and Human Development Council.
National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Research for Mothers and Children.
Pub Date—Jan 88
Note—55p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Health, *Communication (Thought Transfer), Federal Programs, *Individual Development, *Pediatrics, Program Descriptions, *Research Projects
This report provides an overview of the research program of the Human Learning and Behavior Branch of the U.S. National Institute of Child Health and Human Development (NICHHD) and highlights progress made from 1985 through 1987. The Branch, one of five that together comprise the Center for Research for Mothers and Children of NICHHD, was established in 1977 and has as its primary mission the support of research and research training to gain a fundamental understanding of behavioral development. This goal is accomplished by funding grants and contracts which are in the aggregate designed to determine how the interaction of biological, psychological, and socioenvironmental factors results in normative development. Processes and behaviors from the perinatal period to the beginning of adulthood are studied across a wide diversity of mechanisms that range from the molecular to the molar, the basic to the applied and the normal to the pathological. The program is divided into five major elements: (1) behavioral pediatrics; (2) developmental behavioral biology; (3) learning; (4) cognition and social and affective development; and (5) communication. The report also briefly summarizes the workshops and conferences sponsored by the Branch. Requests for proposals issued during fiscal years 1985 through 1987 are also enumerated. (Six tables and nine graphs are attached.) (RH)

ED 332 831                    PS 019 748
Pediatric, Adolescent, and Maternal AIDS Branch. Report to the National Advisory Child Health and Human Development Council.
National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Research for Mothers and Children.
Pub Date—Jun 90
Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Adolescents, Children, *Epidemiology, *Federal Programs, Infants, Medical Research, Medical Services, Mothers, Pediatrics, Pregnancy, Program Descriptions, *Public Health, Public Policy, *Research Projects
This report describes current research activities and future plans of the Pediatric, Adolescent, and Maternal AIDS (PAMA) Branch of the National Institute of Child Health and Human Development's Center for Research for Mothers and Children. The mission statement of the Branch notes that PAMA develops, implements, and directs a wide range of domestic and international research activities for the study of the pathogenesis, epidemiology, natural history, and risk factors and co-factors of human immunodeficiency virus (HIV) and related retroviruses in prenant women, mothers, infants, children, adolescents, and the family unit as a whole; and develops and supports clinical trials of specific and adjunctive therapy for this population. In addition, the Branch works toward providing a more precise understanding of the modes of transmission of HIV and related retroviruses in this population and interacts to render treatment and services to the HIV population and to provide full coordination with other programs and other federal and non-federal research agencies. Activities of the Branch are organized around five areas of emphasis: (1) epidemiology and natural history of HIV infection in pregnant women, mothers, infants, and children; (2) therapeutic research in HIV infection in children and pregnant women; (3) pediatric and ma-

ternal biomedical HIV-related research issues; (4) adolescent HIV infection and disease; and (5) public health policy issues in maternal and pediatric AIDS. The Branch's budget for fiscal year 1990 is provided. (RH)

# RC

ED 332 832                    RC 017 029
Reaching Out to Rural Learners. Rural Economy Series Bulletin 1.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-058-X
Pub Date—Jun 88
Note—7p.; For project report of which this is a summary, see ED 306 048.
Available from—Further Education Unit, Elizabeth House, York Road, London SE1 7PH, England (free).
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Community Education, *Distance Education, Foreign Countries, Nontraditional Education, *Nontraditional Students, Outreach Programs, Pilot Projects, Rural Areas, *Rural Education, *Student Recruitment, Teleconferencing, *Telephone Communications Systems, Unemployment
Identifiers—*England (Devon), Villages
This bulletin explores sociological and technological problems encountered in a project undertaken by the East Devon College of Further Education using an audio teleconferencing system to deliver community college courses to the rural unemployed in English villages. The project team identified the characteristics of several types of rural Devon communities and assessed the curricular needs of the rural unemployed. Target groups included the hidden unemployed (mainly women), the 18-24 age group, the long-term jobless, and those with basic educational needs. After several unsuccessful attempts in villages, the project was begun in an isolated town with 4,000 inhabitants. Considerable effort went into publicizing short introductory courses based on identified needs, but only 12 people enrolled in 2 courses. A teleconferencing bridge with data and voice telephone lines linked East Devon College and the town. Data line equipment consisted of a keyboard and digitizing pad or light pen connected to a visual display unit of high resolution. Various technical hitches on both voice and data lines resulted from operator inexperience, management problems, and malfunctions. Although the amount of education actually delivered was small, the project suggests many areas for development. A radical change in marketing methods is needed to overcome the resistance of the rural unemployed to enrolling in courses specifically designed to meet their expressed needs. Staff development sessions should address the changing needs of the rural community, the management of technical equiqpment, and the adaptation of traditional lecture material to this form of delivery. (SV)

ED 332 833                    RC 017 232
Trujillo, Frances L.
Rural Schools and Community Development: A Conceptual Design Project.
Pub Date—27 Sep 88
Note—55p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988). Attachments referred to in text were not included in document received by ERIC. Document originally produced under the name of Fran Parmley.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Coordination, Community Development, Cooperative Planning, Curriculum Development, Economic Development, *Education Work Relationship, *Entrepreneurship, *Rural Development, *Rural Education, *School Community Programs, Secondary Education
Identifiers—*School Based Enterprises
A mini-conference on rural schools and community development brought together experts in rural community, rural education, and economic development to brainstorm ideas for collaborative projects and produce a helpful conceptual design for

use both by rural communities and their schools. This document offers a synthesis and overview of the experts' suggestions, provides background, and represents the end product of the conceptual design project: a set of suggestions to help rural communities and schools retain youth while encouraging their involvement in the community. Good leadership is critical to charting the future of a community. Community leadership must be identified and convened, and should work collaboratively to design and "sell" new educational programs. Education leaders could study ways of incorporating community affairs into the educational curriculum. Specifically, this guide recommends school-based enterprise as a good idea to help students develop their entrepreneurial skills. Suggestions for implementation include getting organized, generating enthusiasm, and winning financial support. Once the community and school leadership have targeted economic development as a priority and a study of community needs has been conducted, the next step is developing an attitude of entrepreneurship in the school setting. Ideas of community development and entrepreneurship should be integrated into the existing curriculum. The guide acknowledges that suggestions for school-based enterprise are time-consuming and require hard work, but it concludes that the idea of collaboration is both exciting and rewarding. (TES)

ED 332 834          RC 017 235
*Stadler, Anne K.*
**Migrant Exemplary Program Nomination.**
Pub Date—[May 89]
Note—23p.; Paper presented at the Annual Meeting of the National Association of State Directors of Migrant Education (Portland, OR, May 1-4, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Demonstration Programs, *Dropout Prevention, English (Second Language), High Schools, Limited English Speaking, *Migrant Education, Migrant Problems, *Migrant Programs, Migrant Youth, *Parent Participation, Parent School Relationship, Program Descriptions
Identifiers—*Yuma Union High School District AZ
This paper describes the migrant program in the Yuma (Arizona) Union High School District (YUHSD), and its documented successes in parental involvement and student graduation rate. Statistical profiles offer an image of the YUHSD and the migrant student population it serves. The migrant program's goal is to provide the best education possible by supplementing other school programs. Migrant resource centers were opened on each school campus to meet the immediate needs of active migrant students who arrive late and leave early in the school year. Programs for English as a Second Language (ESL) were created and encouraged for limited English proficient students. Subsequently, few ESL students have dropped out of high school. Other programs allow migrant students to receive credits through correspondence courses or attend extended-day classes to make up deficient credits. Also offered are summer school and counseling services that include bilingual counselors and dropout advisors. The YUHSD migrant program successfully encourages a high degree of parent involvement and teaches parents and students to become better advocates for themselves as they follow seasonal work to other districts. The document also describes countywide coordination and interstate tracking systems. Graphs and charts illustrate YUHD graduation figures for the past several years. (TES)

ED 332 835          RC 017 416
*Gonzalez-Santin, Edwin, Comp.    Lewis, Allison, Comp.*
**Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.**
Arizona State Univ., Tempe. School of Social Work.
Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.
Pub Date—Mar 89
Contract—09CT0110/01
Note—215p.
Available from—Office of American Indian Projects, ASU School of Social Work, Arizona State University, Tempe, AZ 85287-1802 ($15.00).
Pub Type— Books (010) — Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—American Indian Culture, American Indian Education, *Case Workers, Child Custody, Child Neglect, *Child Welfare, Family Counseling, *Professional Training, Public Policy, Social Agencies, *Social Workers, Training Methods, Training Objectives, Welfare Services
Identifiers—Adoption Assistance and Child Welfare Act 1980, Arizona, Arizona State University, Indian Child Welfare Act 1978
Due to the rural environment in which most Indian tribal human service personnel work, paraprofessional staff rarely have access to professional education programs that will enable them to expand their theoretical knowledge, enhance their practical skills, and advance their careers. Indian child welfare workers encounter complex tasks daily, which require cultural sensitivity, family practice skills, and legal knowledge. This book contains the results of a collaborative career development project to address these needs with input from the Inter Tribal Council of Arizona; the Arizona Administration for Children, Youth and Families; and Arizona State University. The book contains a model curriculum which develops (1) the contextual understanding necessary for those working with Indian families; (2) values currently existing within American Indian society; (3) a theory base for Indian child welfare; (4) the history of social policies which have affected Indian child welfare; and (5) the specific orientation necessary to conduct family practice with Native American people. Four remaining areas of study deal with concrete issues that often lead families into engagement with the child welfare system: drug and alcohol abuse, child abuse and neglect, school problems, and substitute care. Each area contains a curriculum outline, discussion of the issues, and a substantial bibliography. This book contains about 160 references. (DHP)

ED 332 836          RC 017 746
*Liegois, Jean-Pierre*
**The CDCC Teacher Bursaries Scheme. European Teachers' Seminar on "Towards Intercultural Education: Training for Teachers of Gypsy Pupils" (Benidorm, Spain, June 9-13, 1989).**
Council for Cultural Cooperation, Strasbourg (France).
Report No.—DECS/EGT(89)-31-E
Pub Date—90
Note—72p.
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Needs, Elementary Secondary Education, Ethnocentrism, Foreign Countries, Inservice Teacher Education, *International Educational Exchange, Migrant Children, *Migrant Education, Migrant Programs, *Multicultural Education, *Teacher Education
Identifiers—Europe (West), *European Community, *Gypsies, Irish People, Spain
The Council of Europe's third seminar on Gypsy and migrant children's education attracted 75 educators from 6 European countries. This report provides a synopsis of each of eight plenary lectures and complete reports from four workshops. An introduction offers background information and an opening address by Jean-Pierre Liegois is given in full. Among points made in this address are the following: (1) the education of Gypsy and migrant children is of relevance across Europe; (2) in the European Community's member states, only a minority of Gypsy children attend school with any regularity; (3) teacher-training development and intercultural education are of pivotal importance at a time when widespread educational reform is gaining momentum in many countries; (4) consideration of the problem has been evident through international meetings, publications, and studies; (5) objectives of initial and inservice teacher training need to be examined and clarified; and (6) issues of intercultural educational policy should be raised and curriculum revised to bring European education from ethnocentric labeling to pedagogical pluralism. The titles of the seminar's lectures are as follows: (1) "The Intercultural School in Organizational Models of the Twentieth-Century School"; (2) "The Intercultural: From Theory to Practice"; (3) "School Provision for Gypsy Children in Andalucia: Practice, Achievements, and Plans"; (4) "The Intercultural Approach to Working with Irish Travellers"; (5) "Training Projects in Catalonia"; (6) "A Training Project in Valencia"; (7) "Studying Inter-Ethnic Relations in the School"; and (8) "Attitudes and Prejudices of Teachers and Pupils Regarding Other

Peoples and Cultures." Finally, each of the work groups defined needs for more intercultural teacher training and curriculum, and more information programs. (TES)

ED 332 837          RC 017 764
*Mesa-Johnson, Delcine    Cox, John*
**The Modernization of a Rural School: A Leadership Research Study.**
Pub Date—Mar 90
Note—21p.; Paper presented at the Annual Research and Evaluation Conference of the Washington Educational Research Association (18th Tacoma, WA, March 15-16, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Educational Administration, Educational Change, Elementary Secondary Education, *Leadership Styles, Parent Participation, *Power Structure, *Principals, *Rural Schools, *Teacher Administrator Relationship
This case study identifies the leadership styles of an experienced principal in his first year at a new position within a rural school cooperative. "Fred" is a 33-year-old male who was hired by the school system to bring in current instructional methods and management techniques, encourage student involvement, and strengthen the academic program. Data collection methods used were an interview guide, observation, and artifact collection. Changes initiated by the new principal included: (1) evaluating teaching strategies and providing inservice training; (2) organizing committees to develop new instructional objectives; (3) adopting a plan for "progressive discipline"; and (4) soliciting input from the community. Leadership style was analyzed in terms of authority and power within the school organization. Fred used the authority modes identified as charismatic, traditional, expert, and legal in various combinations throughout his school relationships. He preferred to use methods based on trust and expert knowledge, but, with reticent staff members, he used the power devices of "keeping to the contract" or "bestowing of technical resources." Leadership workstyles can be divided into four orientations which typify the principal's function in the school organization. Fred exhibited a leadership workstyle and saw himself as a staff motivator. While encouraging exploration of new teaching methods, his focus was not on technical tasks, but on overall performance. (KS)

ED 332 838          RC 017 795
*Thomas, Margaret G.*
**Recouple: Natural Resource Strategies for Rural Economic Development.**
Midwest Research Inst., Kansas City, Mo.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.
Pub Date—90
Note—222p.
Available from—Midwest Research Institute, 425 Volker Boulevard, Kansas City, MO 64110 ($25.00).
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agribusiness, *Change Strategies, Conservation (Environment), *Economic Development, Extension Education, Forestry, *Natural Resources, Recreational Facilities, Resource Materials, *Rural Development, Rural Environment, *Technical Assistance, Tourism, *Wildlife Management
Identifiers—Aquaculture, Diversification
This source book provides guidance and technical assistance material on utilizing forest, agricultural, and scenic and wildlife resources for rural economic development. The document focuses on the uniqueness of existing rural resources for new enterprise opportunities. Natural resource-based economic development strategies are a means to diversified development, improving upon one-industry dependency, a problem generic to rural areas. The intent of the publication is to help local leaders recouple their communities' natural-resource assets with their economic engines and thereby to strengthen, expand diversify, and add value to their natural resource-based enterprises. The information is presented on each subject in a question-answer format for use by community leaders in encouraging group discussions. The guidance materials were prepared on the following subjects: forest and wildlife

resources in rural economic development; the forest industry park as a rural development strategy; agriculture resources in rural economic development; organizing a food industry association; and developing small-scale aquaculture enterprises. Four sections contain annotated bibliographies of technical assistance materials relevant to the given subjects and a listing of periodicals and newsletters. (TES)

ED 332 839                          RC 018 026
Lyson, Thomas A.
Down and Out in Rural America: The Status of Blacks and Hispanics in the 1980s.
Pub Date—11 Aug 90
Note—32p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Norfolk, VA, August 8-11, 1990).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Blacks, *Educational Attainment, Geographic Distribution, *Hispanic Americans, *Human Capital, Mexican Americans, Occupational Mobility, *Racial Distribution, Rural Development, *Rural Economics, Rural Education, Socioeconomic Status
Identifiers—Index of Dissimilarity
Blacks and Hispanics in rural America face opportunities and life circumstances distinctively different from their urban counterparts. Not only are rural conditions generally worse than urban areas in job opportunity, social services, and human capital, but the problem of inequity is also more severe within rural areas than within urban areas. Most rural Blacks live in the South, with over half of these in the South Atlantic states. Most rural Hispanics are Mexican-American and live in Arizona, New Mexico, Colorado, and Texas. The Index of Dissimilarity, used to measure the degree of segregation in occupational distributions, indicates that the greatest occupational discrepancy is between rural Whites and rural Blacks. Wider cross-racial discrepancy in educational attainment also exists in rural areas. Although more rural minorities succeeded in completing elementary school and high school by the end of the 1980s, they did not experience similar improvements in postsecondary attendance and college completion. In rural areas, there are fewer Whites than Blacks or Hispanics with less than eight years of schooling and many more Whites than Blacks or Hispanics with college degrees. As a result, the gap between Whites and other groups persists in rural areas. The problem is most acute in poor regions of the nation, where local funds for schooling are more limited. The improvement of human capital in rural areas is crucial in dealing with global economic competition. Education must focus on traits and characteristics compatible with work in small scale, diverse and flexibly specialized businesses and enterprises. Examples of such firms would be those offering specialty food products, custom-tailored clothing, handcrafted furniture, professional business services, computer software design, and specialty apparel. Such entrepreneurial enterprises would benefit all rural workers, and they need to be supported by state and local governments through development of infrastructure and policy initiatives. This report includes 7 data tables and 14 references. (ALL)

ED 332 840                          RC 018 046
Pollard, Kelvin  And Others
Selective Migration of Rural High School Seniors in the 1980s. Staff Working Papers.
Population Reference Bureau, Inc., Washington, D.C.
Spons Agency—Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
Pub Date—Dec 90
Note—29p.
Available from—Population Reference Bureau, Inc., 1875 Connecticut Ave., N.W., Suite 520, Washington, DC 20009 ($5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Demography, High Schools, *High School Seniors, Income, *Migration Patterns, Occupational Mobility, Rural Economics, Rural Environment, Rural Population, *Rural to Urban Migration, *Rural Youth
Identifiers—*High School and Beyond (NCES)
In the 1980s the outmigration from rural areas of young and well educated adults was prompted by the decline of rural industries and the resultant economic stress. This paper examines the issue of selec-

tive migration during the 1980s by comparing young people who left their hometown to those who stayed behind. Longitudinal survey data collected in the High School and Beyond datafile (1980-86) are used to analyze the individual and community level factors affecting the probability of migration from a hometown. Of the rural youth who were seniors in 1980, 40% had moved at least 50 miles from their hometown by 1986 and had gained advantages in education, income, and occupational status. Comparison of data between these migrants and those who did not migrate indicate that migrants: (1) continued their formal education at a higher rate than nonmigrants (77% compared to 54%), with 30% completing a four-year college program (compared to 10% of nonmigrants); (2) held professional or managerial jobs at a higher rate than nonmigrants (38% compared to 15%); (3) earned about 10% more than nonmigrants; (4) came from homes with better educated parents (64% compared to 46%); (5) had taken college preparatory classes (45% compared to 23%), and (6) had taken either the SAT or ACT (73% compared to 45%). Separate logistic regression analysis of community factors indicate: (1) youth in the rural Midwest and West are more likely to migrate than those in the South and Northeast; (2) higher average per capita income in the home county decreased the probability of migration; (3) higher high school expenditures per student increased migration probability; and (4) the greater the distance of the nearest four-year college, the more probable was eventual migration. Includes 17 references and 12 data tables. (ALL)

ED 332 841                          RC 018 079
White, Connie  Merrifield, Juliet
A Foot in the Door: Rural Communities Involved in Educational Change.
Highlander Research and Education Center, New Market, TN.
Spons Agency—Ford Foundation, New York, N.Y.
Report No.—RO1-1557-49-001-91
Pub Date—90
Note—66p.; Report based on two workshops (New Market, TN, February and May 1990).
Available from—Highlander, 1959 Highlander Way, New Market, TN 37820 ($10.00).
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Activism, *Community Involvement, Consolidated Schools, Curriculum, Discipline, *Educational Change, Educational Objectives, Elementary Secondary Education, *Equal Education, Financial Problems, *Parent Participation, Racial Segregation, *Rural Education, Track System (Education)
Two workshops on rural education held at Highlander Research and Education Center brought together grassroots community activists, parents, teachers, and students from rural communities in Appalachia, the southeast, and 15 states east of Mississippi. The participants represented the experiences of white Appalachians, African-Americans, Native Americans, and rural New Englanders. The report combines the views expressed by participants in the Highlander convocation process with an overview of rural education issues derived from the literature and data sources. It starts with the questions: What is education and Who is it for? The notion that education's primary purpose is to produce informed and empowered citizenry, not merely to produce a workforce, is emphasized. It considers the issues of curriculum, emphasizing the importance of community involvement in education. The sorting and screening function of schools is examined. School tracking systems and other labeling practices are questioned as reflecting class or racial discrimination. In addressing issues of financing and decision making about school policy, unequal funding of rural, as compared to urban, districts is discussed. The report concludes with accounts of communities that have organized to make changes in how their school systems work. Appendices include: (1) a sample Community Education Profile, produced by the Center for Literacy Studies for participants in the convocation; (2) a story about getting information about school systems from the Federal Government; (3) a list of resources for communities seeking to make changes in their educational systems; and (4) a list of participants in the convocation. (KS)

ED 332 842                          RC 018 102
The ROOTS Program: Rural Opportunities Offer Tomorrow's Success. Program Summary.
Center for Rural Pennsylvania, Harrisburg.

Pub Date—Jan 90
Note—18p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Health Services, Opportunities, Public Policy, *Rural Development, Rural Economics, *Rural Education, State Action, State Government, *State Legislation, *State Programs
Identifiers—*Pennsylvania
The Rural Opportunities Offer Tomorrow's Success (ROOTS) program is a series of policy initiatives which address problem areas in rural education, economic development, health care, and access to programs in Pennsylvania. Policy initiatives to create a better educated rural workforce include: (1) expanding career and financial counseling in rural school districts with low participation in higher education; (2) expanding teleteaching; and (3) developing recommendations for expanding 2-year degree offerings at rural educational institutions. Policy initiatives to help rural areas benefit from urban growth include: (1) training and supporting entrepreneurs of telelinked businesses; (2) encouraging residential-based economic development; and (3) expanding technical assistance to increase access of rural residents to existing housing programs. Policy initiatives to curtail present threats to the rural health care system include enrolling Pennsylvania in the National Health Service Corps State Loan Repayment Program and establishing special add-on Medicaid reimbursement funding for hospitals identified as critical rural health access points. Policy initiatives to increase rural access to state programs include: (1) forming an Intragovernmental Council for Program Coordination in rural areas; (2) analyzing legislation before it becomes law to determine its affect on rural citizens; (3) raising the current funding cap and expanding the current appropriation for the Community Facilities Program; (4) improving the utilization of university resources for rural development outreach; (5) encouraging the establishment of county economic development offices; and (6) providing financial incentives for local development districts to expand services to rural areas. (ALL)

ED 332 843                          RC 018 104
Cox, James C., Ed.
Proceedings of a Symposium on Year-Round School. A Training Event (Tampa, Florida, November 8-9, 1990).
American Camping Association, Martinsville, Ind.
Report No.—ISBN-0-87603-125-4
Pub Date—Nov 90
Note—78p.
Available from—American Camping Association Bookstore, 5000 State Road 67 North, Martinsville, IN 46151-7902.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Adventure Education, *Camping, Developmental Stages, Elementary Secondary Education, *Extended School Year, Leisure Education, *Nontraditional Education, Outdoor Education, School Schedules, *Time Factors (Learning), *Year Round Schools
A symposium on year-round schooling was held to provide a framework to enable camp professionals and school personnel to better understand the dynamics of year-round education, year-round schools, camping, and the areas where they are (1) compatible or (2) mutually exclusive. The purposes of the symposium were: (1) to explore the developmental needs of youth as addressed by both the camping industry and the public education system; (2) to present the facts on the year-round school movement and how it is currently being espoused by its proponents; (3) to discuss the potential impact of the movement on the camping industry; and (4) to give participants an opportunity to process the information in relation to their own situation as well as provide input to the American Camping Association National Board for the potential development of a position statement on year-round schools. The introductory section of the document discusses the philosophy of year-round education and explains concepts such as year-round schools, year-round calendars, and extended school year. It also explores the relationship between year-round education and outdoor education. Other presentations cover the topics of developmental needs of young adolescents; agencies that serve youth; the strengths and opportunities of informal education; dealing with change and finding future opportunity; the risk of year-round schooling to the complete child;

year-round schools in Orange County Florida; and the importance of camp and related recreational activities to educational development. (ALL)

**ED 332 844**      RC 018 105
*Miller, Bruce*
**A Training Guide for the Multigrade Classroom: A Resource Handbook for Small, Rural Schools.**
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 90
Contract—400-86-0006
Note—93p.; For the resource handbook, see ED 320 719.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cooperative Learning, Elementary Secondary Education, Inservice Teacher Education, *Instructional Materials, *Multigraded Classes, Rural Areas, Rural Education, *Rural Schools, *Small Schools, Teacher Education, Teacher Workshops, Teaching Guides, Teaching Methods
This training guide provides guidelines and sample strategies for using the 1989 publication, "The Multigrade Resource Handbook," in a variety of professional settings ranging from teacher training programs to school and district inservice. This guide has been developed primarily for preservice teacher educators working with prospective rural teachers and for educators responsible for carrying out staff development activities. Part I of this guide provides background information on rural school change and staff development and possible uses of the resource handbook in teacher development. Part II describes specific strategies used with educators interested in multigrade instruction. In this part, which is organized to correspond to the chapters in the Multigrade Resource Handbook, the contents of each chapter are briefly reviewed and sample lessons and activities are included. To encourage a reciprocal exchange of participant experience and craft knowledge, the core activities in this training guide are based on cooperative learning structures. An appendix section contains worksheets, forms, and transparency masters to be used in the training sessions. (ALL)

**ED 332 845**      RC 018 119
*Currer, Joanne M.*
**Distance Learning Using Digital Fiber Optics: Applications, Technologies, and Benefits.**
State Univ. of New York, Oneonta. Coll. at Oneonta. Eastern Stream Center on Resources and Training.
Report No.—ES-9-101
Pub Date—Feb 91
Note—117p.
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Advanced Courses, Audiovisual Communications, *Distance Education, Educational Technology, Elementary Secondary Education, Instructional Materials, *Interactive Video, *Networks, *Rural Schools, Telephone Communications Systems, Video Equipment
Identifiers—*Fiber Optics, Mississippi, Oklahoma
Distance learning provides special or advanced classes in rural schools where declining population has led to decreased funding and fewer classes. With full-motion video using digital fiber, two or more sites are connected into a two-way, full-motion, video conference. The teacher can see and hear the students, and the students can see and hear the teacher and other students. A camera transmits the image of a visual aid. Facing economic decline, the Oklahoma Panhandle selected a fiber network that will eventually connect 13 rural schools and Panhandle State University. The network is used by elementary and secondary students, as well as adults in the community. Different from a satellite network, a fiber system allows for local control of the curricula. The Mississippi 2000 project uses a switched broadband network with digital fiber as its transmission medium: one fiber pair will leave each school, and a special switch will route the signal to all other classes over their fiber pair. Initially, the network connects four high schools scattered throughout the state, three institutions of higher education, and the Education TV station in Jackson (Mississippi). The report contains detailed information about the equipment, network set-up, and class-

room arrangements for both projects. The appendix contains abbreviated information from the report in a presentation format, which can be used to make overhead transparencies. (KS)

**ED 332 846**      RC 018 121
*Braun, Connie, Comp.*
**Bibliography of Rural Education in Canada. A Document Produced for the Conference: Prairie Forum on Rural Education (Brandon, Manitoba, Canada, November 8-9, 1990).**
WESTARC Group, Inc., Brandon (Manitoba).
Report No.—ISBN-1-895180-13-9
Pub Date—Nov 90
Note—65p.; For a related document, see RC 018 122.
Available from—WESTARC Press, c/o Brandon University, Brandon, Manitoba R7A 6A9, Canada ($10.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Education, *American Indian Education, Annotated Bibliographies, Canada Natives, Elementary Secondary Education, Foreign Countries, Postsecondary Education, *Public Libraries, Rural Areas, *Rural Education, Rural Schools, School Community Relationship, *Small Schools
Identifiers—*Canada
This selective annotated bibliography of rural education in Canada contains 235 citations of books, government documents, journal articles, and ERIC documents available at the Brandon University library. The list is not exhaustive, but is intended to highlight activities, events, writings, and projects concerned with rural education in Canada. This document contains an index and a list of rural education journals. Topics with the most references in the index include adult education, community education, counselors and counseling services, distance education, educational aspirations, government support, music education, Native students, occupational aspirations, professional development, public libraries, remote and rural communities, rural development, rural libraries, rural schools, rural-urban differences, school boards, school-community relationship, small schools, teacher profiles, technology, and vocational education. (SV)

**ED 332 847**      RC 018 122
**Towards an Understanding: Rural Education in Manitoba.**
WESTARC Group, Inc., Brandon (Manitoba).
Report No.—ISBN-1-895180-14-7
Pub Date—Nov 90
Note—24p.; Document produced for the conference: Prairie Forum on Rural Education (Brandon, Manitoba, November 8-9, 1990).
Available from—WESTARC Press, c/o Brandon University, Brandon, Manitoba, R7A 6A9 Canada ($7.00).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Finance, *Educational History, Elementary Secondary Education, Enrollment, Foreign Countries, Higher Education, Postsecondary Education, Rural Education, *Rural Schools, *School Community Relationship, Small Schools, Teacher Characteristics, Universities
Identifiers—*Manitoba
This document provides current and historical information about rural education in Manitoba, Canada. The report's eight sections and the information they provide are as follows: (1) "Background" emphasizes the importance of education to rural residents, and describes the trend toward education for all ages; (2) "Early Education in Manitoba" traces the history of public education in the area; (3) "Modern Rural Society" presents statistics dealing with the decline of agricultural activity and changes in the composition of the population; (4) "Rural Schools and the Community" stresses the responsibility of rural schools to serve the needs of the community and to use community resources to improve education; (5) "The Costs" suggests ways rural schools fund education while faced with rural depopulation, lower farm income, and an aging population; (6) "Myths Surrounding Rural Schools" disputes the myths that bigger schools are better and that rural schools are all the same and considers the advantages and disadvantages of small schools; (7)

"Teachers in Rural Schools" indicates problems with teacher turnover and describes skills and characteristics needed by rural teachers; and (8) "Training and Post Secondary Education" provides statistics on university and non-university enrollment since 1960 and explains how universities are meeting the needs of the rural population. (KS)

**ED 332 848**      RC 018 151
**Kw'atindee Bino Community Teacher Education Program. Intern Profiles: Community and School Partnerships; Culture and Learning; Curriculum and Children.**
Dogrib Divisional Board of Education, Rae-Edzo (Northwest Territories).
Pub Date—Jan 91
Note—46p.; For a related document, see ED 331 665.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, Canada Natives, Elementary Secondary Education, Foreign Countries, Higher Education, Internship Programs, Nontraditional Education, *Profiles, School Community Relationship, *Student Records, Student Teacher Evaluation, *Student Teachers, Student Teaching, Teacher Education, *Teacher Interns, *Teaching Skills
Identifiers—*Dogrib (Tribe), Northwest Territories
This document contains three intern "profiles" that are used to record the progress of students through the coursework of the Kw'atindee Bino Community Teacher Education Program. The interns (student teachers) learn their teaching knowledge, skills, and attitudes while engaged in classroom teaching. The profiles outline the material to be covered. Each intern is evaluated with a variety of measures, and when the intern has covered the material or has demonstrated a skill, the instructor marks the appropriate description in the profile. Hours spent on each objective are noted as a bridge for articulation with the teacher education program at Arctic College in Fort Smith. The Culture and Learning Profile covers five courses that root teacher education in the culture of the society they serve: Land and Life Skills; Language Literacy in Dogrib; Language, Literacy and Meaning; Cultural Research and Documentation; and Media Applications. Knowledge and skills learned in these courses are integrated during the production of a video or print learning resource. The Community and School Partnerships Profile covers four courses: Basic Helping Skills; Health and Social Issues in Dogrib Communities; Introduction to Parental Involvement; and Utilizing the Community as a School Resource. These courses are integrated through a special project of practical application. The Curriculum and Children Profile covers the traditional teacher education coursework of theory, methods, and practical skills necessary for effective curriculum delivery in an integrated, process-oriented, child-centered, culture-based school program. (SV)

**ED 332 849**      RC 018 154
*Gibson, Robert*
**Students Who Create Jobs.**
Pub Date—Mar 91
Note—5p.; Adapted and reprinted from the March 1991 issue of Rural Electrification Magazine.
Pub Type— Reports - Descriptive (141) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Economic Development, *Entrepreneurship, Experiential Learning, High Schools, Nontraditional Education, *Rural Development, *Rural Education, *Work Experience Programs
REAL Enterprises (Rural Entrepreneurship through Action Learning) brings classes in "school-based enterprise" to rural high schools in North and South Carolina, Georgia, and Washington State. Jonathan Sher, the founder of REAL Enterprises, believes that children learn better by doing, and that successful rural economic development requires an investment in local entrepreneurs. A REAL Enterprises class creates a new business in the community and prepares students to become job creators in the future. Businesses created over the past 10 years by REAL Enterprises classes include a child care center, a feeder pig operation, a graphic design business, an ice cream shop, and a shoe repair shop. Students develop a foundation in understanding how to start a business, which may lead to more students staying in a rural community and creating their own businesses. Similar entrepreneurship projects are being implemented in Alabama to help

avoid school consolidation. Strategies linking rural education and economic development are also needed in the Great Plains states. The shoe repair business was an outgrowth of the school-based enterprise class at South Carolina's Battery Creek High School. Eight students worked on the business plan, conducted market research, consulted community business leaders, learned about the business, and raised money to begin it. At the end of the school year, three students stayed on as owners. (KS)

**ED 332 850**                                   RC 018 159
*Chance, Edward W.   Ristow, Robert*
Perceptions of BIA and Contract School Principals Towards Building Level Administrative/Leadership Roles: Implications for At-Risk Native American Students.
Pub Date—Oct 90
Note—22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Greeley, CO, October 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Characteristics, Administrator Qualifications, American Indian Education, American Indians, *Instructional Leadership, *Leadership Styles, Leadership Training, *Principals, Secondary Education
Identifiers—*Bureau of Indian Affairs Schools
This study profiles the leadership exhibited by secondary school administrators in the Bureau of Indian Affairs (BIA) and contract schools serving American Indian students. Of 54 surveyed administrators, 44 percent completed a self-reported descriptive questionnaire and The Leadership Practices Inventory (LPI). Indian and non-Indian administrators were remarkably similar on the descriptive questionnaire. The primary exception was that non-Indians have more teaching and administrative experience. Both groups envisioned themselves as instructional leaders, yet failed to spend an adequate amount of time in this area. Instead, they reported that they were much more involved in time-consuming managerial duties. The LPI yields scores in the areas of challenging, inspiring, enabling, modeling, and encouraging. Scores indicated that Native American and non-Indian principals were in the high category for inspiring and modeling. Native American administrators scored high in the area of challenging, while non-Indian administrators scored lowest in this area. Challengers seek new opportunities and are risk takers. Educational administrators in BIA and contract schools need to develop skills which empower the teachers and recognize the teachers' achievements (enabling and encouraging). Suggestions include: (1) pre-training and staff development for BIA and contract principals; (2) on-going performance evaluations; and (3) reduction of managerial paperwork. (KS)

**ED 332 851**                                   RC 018 160
*Marlow, Christine*
Teaching Research Methods through Writing.
Pub Date—[85]
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Analysis, Evaluation Criteria, *Higher Education, Peer Evaluation, *Research Methodology, *Research Papers (Students), Research Proposals, Rural Areas, *Social Workers, *Writing Across the Curriculum, Writing Instruction
Identifiers—*Microthemes
Addressing the negative attitudes of social work students toward research, this paper describes a model for teaching research methods. The model, developed in the setting of a rural social work program, emphasizes participatory experience, "learning through writing." The method is based on the assumption that writing facilitates learning. The major assignment for students in the research class was to complete a proposal for a program evaluation, suitable for inclusion in a program proposal grant application. Students were taught the writing principles of audience identification, microthemes, evaluation criteria, and peer evaluation. Students completed ten microthemes, short essays typed on a five by eight inch note card. The microthemes addressed a specific research concept presented in class, and were combined to constitute the main body of the proposal. At the beginning of the semester, students were given the criteria that would be used to evaluate the final paper. In the research

class, students exchanged drafts of their papers and critiqued the papers using evaluation guidelines. A survey administered at the end of the semester to the social work students (N=34) found 79% of the students indicating the mini assignments "very useful," and 62% indicating they would be interested in enrolling in further research or statistics courses. In addition, instructors had fewer complaints about grades and received better teaching evaluations. This paper contains 22 references. (KS)

**ED 332 852**                                   RC 018 161
*Devlin, Brian C., Ed.*
Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).
Northern Territory Dept. of Education, Darwin (Australia).
Spons Agency—Australian Dept. of Employment, Education and Training, Canberra.; Australian International Development Assistance Bureau.; International Literacy Year Secretariat, Canberra (Australia).; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Report No.—ISBN-0-7245-2500-9
Pub Date—91
Note—232p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Access to Education, Adult Education, Bilingual Education, *Disabilities, Education Work Relationship, Elementary Secondary Education, Equal Education, Foreign Countries, *Indigenous Populations, *Literacy Education, Multicultural Education, Poverty, *Rural Education, Teacher Education, *Womens Education
Identifiers—*Asia (Southeast), Australia, Pacific Islands, *South Pacific
In October 1990, 223 delegates from 22 nations of Southeast Asia and the South Pacific met in Australia to discuss plans and strategies for achieving universal education in the region. To inform planning and action, the conference defined five groups of people for whom universal education is a priority: indigenous people and minorities, people in poverty, people in remote areas, people with disabilities, and women and girls. This report contains summaries of 25 workshops and 25 round table discussions that examined education for each of these groups from the standpoint of access and equity, curriculum and professional development, literacy, elementary education, and the school/work interface and continuing education. These sessions included descriptions of how various countries are addressing each of these issues, and recommendations for further action. Appendices contain background information on the region; proposed areas for cooperative action; conference organization; highlights of country reports; Australia's national literacy strategy; conference participants; and the opening address. Outlines of objectives, inputs, outcomes, indicators of progress, and constraints for strategies in the following areas of concern are presented in tables: early childhood interventions for literacy, improvements in elementary school literacy and numeracy, functional literacy to generate income, literacy education for women, literacy and numeracy for disabled adolescents and adults, development of educational materials for literacy in the mother tongue, provision of technology for literacy in remote areas, producing learning materials for literacy, and training teachers and personnel for literacy. (SV)

**ED 332 853**                                   RC 018 162
*Nesselrood, Joanna Strasnider*
School Refusal in Young Children.
Pub Date—Jun 84
Note—18p.; Paper presented at the Annual Meeting of the Association of Childhood Education International (Vancouver, British Columbia, Canada, June 1984).
Pub Type— Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Early Experience, *Institutional Characteristics, Mail Surveys, *Preschool Children, Preschool Education, Questionnaires, Rural Areas, School Buses, *School Phobia, *Student Characteristics
Identifiers—Appalachia (Central), *School Refusal
This study identifies factors that affect school refusal among preschool children in public schools of

an Appalachian state. School refusal is defined as behavior through which children refuse school by active protest, inactive protest, or denial. A random sample of 198 preschool teachers representing 6,309 children provided the data for the study. Teachers completed three short questionnaires concerning both the school and the child's school refusal behavior over three time periods. Results show that 15.6% of the children manifested the symptoms of school refusal. Some findings were: (1) school refusers were more likely to be boys; (2) more than one third were youngest children; (3) fewer children who lived less than two miles from the school and who had had prior preschool experience exhibited refusal; and (4) fewer refusals occurred in part-day sessions and sessions held on consecutive days where parents were included and the teacher was experienced in early childhood education. The following categories describe the events preceding refusal behavior: (1) school regulations; (2) separation from friend or sibling; (3) bus fears; (4) academic demands; (5) new experiences or people; and (6) fear of gym or gym teacher. Seven patterns of refusal were identified, based on the time periods of the refusal. Recommendations for preventing school refusal deal with intake procedures, structure of the sessions, experience of the teachers, developmental needs of students, parental participation, and bus practices. The survey instruments are attached. (KS)

**ED 332 854**                                   RC 018 164
*Zastrow, Leona M.*
Learning Science by Studying Native American Pottery.
Pub Date—91
Note—43p.
Available from—EPIC, INC., 202 Ojo de la Vaca, Santa Fe, NM 87505 ($14.00 postpaid, discounts for quantity).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—*American Indian Culture, American Indian Education, *Ceramics, Cultural Education, Discovery Learning, *Experiential Learning, Junior High Schools, Lesson Plans, Science Activities, *Science Instruction, Secondary School Science, Soil Science
Identifiers—*Clays
Principles of science and art are found in all phases of daily life. This book helps teachers and students in grades 7 and 8 discover specific scientific information as they experience "making pottery" using Native American pottery techniques. Lessons are built upon discover techniques–observation followed by conclusion–and begin with hands-on experiences emphasizing cooperative learning. Students use critical thinking skills to discover new information, apply what they have learned, analyze and evaluate data, and summarize their findings in oral and written reports. Six lessons incorporate specific learner outcomes: (1) planning and conducting a scientific experiment; (2) differentiating between dirt and clay by performing physical and chemical tests on samples; (3) practicing library research skills and reporting skills by preparing oral and written reports; (4) learning teamwork and cooperative problem-solving; (5) learning about Native American pottery techniques; and (6) appreciating the beauty of Native American pottery. Each lesson plan includes purpose, time required, competencies, vocabulary, materials needed, procedures, information-sharing exercises, evaluation exercises, and teacher information sources. This document also contains 11 student worksheets; lists of resources–books, magazines, museums, and audiovisual material; a glossary; and an article on Papago pottery. (SV)

**ED 332 855**                                   RC 018 165
*Stephens, E. Robert*
A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.
Appalachia Educational Lab., Charleston, W. Va.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 91
Contract—RI8806216; RP91002002
Note—106p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Accountability, *Educational Change, Educational Planning, Effective Schools Research, Elementary Secondary Education, Financial Support, Information Processing, *Policy Formation, Rural Education, *Rural Schools, School Community Relationship, *School District Reorganization, *Small Schools, State Government

This book develops a framework to help policymakers and policy analysts understand and judge policy options, so they can construct alternatives to the reorganization of rural, small school districts. Chapter 1 introduces the reader to the book by stating the objectives and providing working definitions for "school district reorganization" and "rural, small school district." Chapter 2 highlights six major historical and contemporary pressures that will affect rural schools in the future, including socioeconomic changes detrimental to rural development, broader legal definition of state responsibilities for education, redirection of school excellence movement, and diverse changes in public opinion on education reform. Priority issues are presented in Chapter 3, for example, "concentrating on the characteristics of effective schools" and "responding to the realities of the information age." Chapter 4 considers the criteria that ought to be used in the formulation of a state's strategic policy goals for rural education and the policy instruments available to translate goals into tactical objectives and action plans. A range of policy options identified in Chapter 5 address the new pressures on state systems of elementary-secondary education. Chapter 6 concludes with a brief discussion of the hypothesized effects of the use of each option. This book contains numerous tables and figures, and approximately 200 references. (KS)

**ED 332 856**                    **RC 018 166**
**Directory of Services: Federal Agencies and Non-Federal Organizations Providing Services to Migrant and Seasonal Farmworkers and Their Families.**
Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Pub Date—Mar 91
Note—95p.
Pub Type— Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Agencies, Directories, *Federal Programs, Legal Aid, *Migrant Education, *Migrant Health Services, Migrant Programs, *Migrant Welfare Services, *Migrant Workers, *Seasonal Laborers

This directory promotes better coordination among agencies and organizations that serve migrant and seasonal farmworkers (MSFWs) and their families. The U.S. Department of Agriculture, the U.S. Department of Education, the U.S. Environmental Protection Agency, the U.S. Department of Health and Human Services, the U.S. Department of Justice, and the U.S. Department of Labor all provide services to MSFWs. Descriptions of federal programs within these agencies include the following entries: (1) services provided; (2) statutory authority and regulations; (3) contact person and address; (4) total federal funds for fiscal year 1990 and 1991; (5) total estimated federal funds; (6) agencies administering the program; (7) definition of eligible migrants; and (8) program publications and directories. Similar information is provided for national non-federal organizations that provide services to MSFWs. The following sections are included in the appendices: (1) publications and directories about the Special Supplemental Food Program for Women, Infants and Children; (2) college assistance program directors; (3) high school equivalency program directors; (4) Even Start program directors; (5) state directors of migrant education; (6) office of pesticide program publications and directories; (7) migrant Head Start grantees; (8) community services block grant directory; (9) regional administrators-Migrant and Seasonal Agricultural Workers Protection Act directory and fact sheet; (10) Department of Labor's H-2A fact sheet; (11) Immigration Reform and Control Act fact sheet; and (12) monitor advocate directory. (KS)

**ED 332 857**                    **RC 018 167**
**An Atlas of State Profiles Which Estimate Number of Migrant and Seasonal Farmworkers and Members of Their Families.**
Department of Health and Human Services, Wash-

ington, D.C.
Pub Date—Mar 90
Note—242p.; Some maps may not reproduce well due to extremely small print.
Pub Type— Reference Materials - Geographic (133) — Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors—Atlases, Farm Labor, Health Facilities, Maps, *Migrant Health Services, Migrant Programs, *Migrant Workers, *Population Distribution, *Seasonal Laborers, State Surveys, Tables (Data)
Identifiers—Counties

This atlas is designed to facilitate planning for health services for migrant and seasonal farmworkers (MSFWs) and for evaluating the extent to which existing programs are reaching the target population. The document estimates how many MSFWs are present in counties of each state, and shows where they work or reside. Chapter 1 introduces the reader to the document and defines the population. Summary profile tables in Chapter 2 provide the estimated aggregate MSFW population, including non-working family members, for the 41 states, including Puerto Rico, that submitted a profile. Chapter 3 provides individual state profiles. Maps display: (1) the distribution of the MSFW population for each state; (2) the locations of major crop areas and seasons; (3) the locations of migrant health centers; and (4) the locations of selected community health centers. Each state section describes adjustments to the profile that were necessary due to differences in methodologies used for developing profiles. Chapter 4 contains names and addresses for sources of information concerning the state profiles. Appendices are provided for: (1) historical estimates and comparative utilization data; (2) profile review issues; and (3) the request for proposal used to solicit bids for the preparation of state profiles. (KS)

**ED 332 858**                    **RC 018 169**
**FY 89 AEL Needs Assessment Project Report.**
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—400-86-0001
Note—319p.
Pub Type— Reports - Evaluative (142)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors—*Educational Needs, Educational Policy, Elementary Secondary Education, Higher Education, *Needs Assessment, *Public Education, Regional Laboratories, *Regional Planning, Statewide Planning
Identifiers—*Appalachia Educational Laboratory WV, Kentucky, Tennessee, Virginia, West Virginia

At Appalachia Educational Laboratory, assessments of educational needs in Virginia, West Virginia, Tennessee, and Kentucky serve as a basis for reviewing and planning regional programs. The 1989 needs assessment project proceeded in several phases: extrapolating a set of 30 educational needs statements from resource files and selected survey data, identifying and training a needs assessment consultant in each of the four states, and holding meetings of each state caucus board led by the consultant. The outcomes of these half-day work sessions were rankings of the 30 needs statements and discussions of each state's ability to address its highest ranked needs along several important dimensions. Across the region, the highest ranked needs dealt with community and financial support for local schools, recruitment and professional development of teaches and administrators, curriculum and instructional improvement, participative decision making at the school level, and linkages between educational research and development and educational policy formation. Appendices contain the needs statements, state caucus results, regional overall ratings of the needs statements, and lengthy status reports on education in the four states. Each state status report covers general demography, school demography, support and control of public elementary and secondary education, role of higher education in public elementary and secondary education, trends in public education, and research and development resources available to support elementary and secondary education. (SV)

**ED 332 859**                    **RC 018 172**
*Francis, Ray*
**Teacher Strike in a Rural State: Ready for Reform.**
Pub Date—Apr 91

Note—24p.; Paper presented at the 1991 Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Educational Change, Elementary Secondary Education, *Participative Decision Making, Rural Areas, Teacher Attitudes, *Teacher Morale, Teacher Participation, Teacher Salaries, *Teacher Strikes
Identifiers—*West Virginia

In March 1990, teachers in 80% of the counties in West Virginia participated in a teacher strike. In this study, 83 striking teachers answered 10 open-ended questions put to them either through an interview or a questionnaire. The information was analyzed through a thematic analysis process. Teachers overwhelmingly felt they were not given the opportunity to be active participants in the decision making process. West Virginia typically operates under the "top-down" model of decision making. Teachers expressed feelings of being abandoned by the legislature, because legislators failed to listen to teachers and did not support adequate funding for education. Teachers banded together to build a unified voice for education, and saw a strike as the only alternative that remained. Teachers identified pay and pay equity as only a small part of the reasons they were striking. They indicated a need for educational reform and adequate resources to provide education. Teachers did not view the strike as harmful to students and believed that the strike would benefit the educational system as a whole. Their strongest comments dealt with teachers who continue to work during the strike. As a result of the strike, the governor held a special legislative session during which a senate bill was produced, calling for various changes in the educational system, including review of teacher preparation programs, establishment of school curriculum teams, and the implementation of individual school faculty senates. This report includes 16 references. (KS)

**ED 332 860**                    **RC 018 189**
**Economic Productivity and Adaptability: Four State-of-the-Art Papers on the Highest Research Extension Priorities within the Twelve States and D.C. Northeast Region. Publication 60.**
Northeast Regional Center for Rural Development, University Park, PA.
Pub Date—Mar 91
Note—115p.; Papers presented at the Morgantown, West Virginia Key Issues Conference (Saratoga Springs, New York, March 1991).
Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—Budgeting, *Economic Development, Expenditures, *Extension Education, Financial Problems, Income, Land Grant Universities, Local Government, *Productivity, *Research Needs, *Rural Areas, Rural Development, Service Occupations, Small Businesses, *Socioeconomic Influences, State of the Art Reviews
Identifiers—Infrastructure, Rural Restructuring, *United States (Northeast)

Four commissioned papers prepared for a conference on key concepts in the areas of economic productivity and adaptability in the Northeastern states are presented in this document. These papers reflect an important fact: that major socioeconomic changes are underway that will affect the ability of Northeastern states to maintain productive and sustainable rural economies. The papers also address the challenges and opportunities for research and extension linkages with a focus on ameliorating problems and taking advantage of potential opportunities. The first paper, "Economic, Social and Environmental Impacts of Economic Development Distribution" (Thomas Lyson), focuses on the changes in economic activity in rural areas, and the need for rural restructuring. This paper contains several tables and maps showing the changes in economic activity in recent years. The next paper, entitled "Fiscal Impacts of Economic Changes on the Revenues and Expenditures of Rural Local Governments and Communities" (Farhad Atash) reviews past literature on these impacts. The third paper, "Economic and Social Outcomes of Public and Private Investments in Physical Infrastructure for Growth and Stability of Rural Economies" (Steven Deller), reviews studies that examine the link between investment in economic and social overhead capital, and economic development and growth.

The last paper, called "The Key Factors in the Community's Social and Physical Environment That Enhance Sustainable Local Economic Activity" (Frank Goode & Ganesh Rauniyar), identifies the type of information system necessary to deal effectively with sustainable economic activity in rural development efforts. Each paper contains numerous references. (KS)

**ED 332 861** RC 018 191
*Howley, Craig  Cahape, Patricia*
Briefs for Parents in Ready-to-Copy Form (English Version).
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062016
Note—8p.; For a related document, see ED 329 382.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Divorce, Elementary Secondary Education, *Parents, *Reading, Reading Habits, *Science Education, *Second Language Learning, Self Care Skills
These six briefs summarize what researchers and practitioners have learned on several education-related subjects. They can be used by educators and community organizations in newsletters, handbooks, and school calendars. In "Foreign Languages in America? Gimme a Break!" a case is made for the importance of foreign language instruction for students to be successful in the world. Suggestions for working parents whose children must engage in some "self-care" are given in "Are the Children Home Alone? (Don't Worry, Be Savvy!)." "Learning to Read Well: Some Simple Facts" provides statistics about learning to read and suggests experiences that encourage reading. Advising divorced parents, the brief called "Helping Your Children Put Divorce Behind Them" points out that most children of divorced parents can adjust well after a time with adults' help. In "The World According to Science: Think About It" it is explained that science is more than a class in school–it is a special set of beliefs, tools, and habits of mind for considering the real world. The final brief, "I Don't Have Time to Read–Honest!", stresses the importance of encouraging teenagers to continue to read, and to do so with a purpose in mind. All briefs provide information on contacting the ERIC Clearinghouse on Rural Education and Small Schools for more resources. (KS)

# SE

**ED 332 862** SE 050 919
*Leighton, Mary S.  And Others*
Achievement Effects of Individual, Small Group, and Cooperative Learning Strategies on Math Problem-Solving. Report No. 40.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 89
Contract—OERI-G-90006
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, *Grade 7, *Grouping (Instructional Purposes), *Heuristics, Individualized Instruction, Junior High Schools, Mathematical Applications, *Mathematics Instruction, Mathematics Skills, *Problem Solving, Small Group Instruction
This study examined the use of heuristic problem-solving strategies in math by seventh-graders under three different conditions: working individually; working in groups; and working as cooperative teams. No significant differences were found for the three conditions over a 5-week experimental period on a problem solving post-text (the Maryland Functional Math Test), but students in all three conditions did significantly outperform a control group which did not receive instruction in using heuristic practices and which did not concentrate as much on problem-solving. Thus the study implies that student use of heuristic problem-solving strategies in

itself may be effective in various instructional contexts. Twenty references are listed. (Author)

**ED 332 863** SE 051 941
Vision Senior High Science Programs.
Alberta Dept. of Education, Edmonton.
Pub Date—90
Note—27p.; For a related document, see ED 291 364.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biology, Chemistry, *Course Content, Curriculum Guides, Experiential Learning, General Science, Graduation Requirements, High Schools, Physics, Problem Solving, *Program Descriptions, Science and Society, *Science Curriculum, Science Education, *Scientific Literacy, *Secondary School Science, Student Attitudes, Technology, Thinking Skills
Identifiers—*Alberta
This document describes a programs designed to help students attain the scientific awareness needed to function as effective members of society. The Senior High Science Programs (Alberta, Canada) will focus on students learning the big interconnecting ideas and principles of science; place an increased emphasis on developing methods of inquiry that characterize the study of science; expect students to show an appreciation for the roles of science and technology in understanding nature; and maintain a life long interest in science. Discussions on the Biology 20/30, the Chemistry 20/30, and the Physics 20/30 programs are included. Each discussion includes key science concepts, learner expectations, program overviews, and course overviews. A basic resource checklist for each program is also included for the use of potential suppliers of instructional materials who have been invited to submit such materials for field testing. (KR)

**ED 332 864** SE 052 099
*Lavoie, Derreck R.*
The Construction and Application of a Cognitive-Network Model of Prediction Problem Solving.
Pub Date—Apr 91
Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Cognitive Ability, *Cognitive Development, Critical Thinking, Elementary Secondary Education, Graphs, Higher Education, Interviews, Logical Thinking, Metacognition, Models, *Prediction, Preservice Teacher Education, *Problem Solving, Qualitative Research, Science Instruction, *Teaching Methods, Thinking Skills
Cognitive science research offers hope for the development of innovative science teaching strategies that facilitate the development of optimally interconnected procedural and declarative knowledge networks. Improving students' neural networks should improve their abilities to think critically, reason logically, learn more efficiently, and solve more complex problems. The primary purpose of this research study was to reveal the intricacies of students' knowledge networks by constructing a cognitive network model associated with one particularly important problem-solving skill which is prediction. The central role of prediction in learning, problem solving, and scientific progress demands that its cognitive mechanisms be investigated and that teaching and learning strategies be developed with prediction as the focus. Fourteen prediction problem sheets, involving six different conceptual systems in biology and three different problem formats were administered to pre-service college students at a north central U.S. university enrolled in secondary or elementary methods classes. Each problem sheet required students to make a prediction, either in writing or on a graph, and then to explain their reasoning in writing. Qualitative data analysis followed a series of 4 steps, with each step building from the previous step: (1) identification of cognitive behavioral categories associated with successful and unsuccessful predictors; (2) construction of sequential behavioral transcripts of both successful and unsuccessful predictors; (3) identification of cognitive scripts for successful and unsuccessful predictors with attention to procedural and declarative knowledge; and (4) development of a cognitive-network model of prediction problem solving.

An Explicit Prediction Teaching Strategy (EXPRTS), developed from the model, encourages students to build a predictive framework of successful cognitive scripts. The mechanism of successful prediction problem solving was shown to be dependent upon a complex interplay between procedural and declarative knowledge as illustrated by a cognitive network model. This research represents one significant step toward developing problem-solving teaching strategies that take more advantage of the tremendous potential of "prediction power" in the science classroom. (KR)

**ED 332 865** SE 052 100
*Horak, Willis J.*
An Analysis of Metacognitive Skills Utilized by Students during Computer Simulation Activities.
Pub Date—Apr 91
Note—10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Artificial Intelligence, *Computer Assisted Instruction, Learning Strategies, *Metacognition, *Problem Solving, Science Education, Secondary Education, *Secondary School Science, *Simulation
Metacognitive skills may be defined in a variety of ways. Generally, these ways all apply to people's thinking about their own personal thinking. This research study analyzed students' interactions to computer programs to assess their metacognitive skills. The metacognitive skills assessed were: (1) planning a course of action; (2) monitoring the outcomes; (3) evaluating data collection strategies; (4) thinking about or listing alternative strategies; (5) revising strategies; and (6) prioritizing actions. The participants were observed individually or in pairs during their work on specific programs. The participants were observed during each interaction and a record was kept of their verbal behavior and of their computer responses. Overall, subjects varied widely in their ability to choose a course of action. The subjects sometimes would sit and appear to consider what to do before they attempted the problem. Subjects were more capable of monitoring the outcomes of their decisions when they had had some positive experiences with this strategy. Revising strategies was most difficult. The subjects were not able to prioritize their actions. (KR)

**ED 332 866** SE 052 101
*Rice, Diana C.  And Others*
The Design and Validation of an Instrument To Identify Preservice Elementary Teachers' Intuitive and School Knowledge of the Concepts of Surface Area/Volume and States of Matter.
Pub Date—Apr 91
Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area, Cognitive Ability, Cognitive Style, Elementary Education, *Elementary School Science, Higher Education, *Intuition, *Knowledge Level, Matter, Misconceptions, *Preservice Teacher Education, Problem Solving, Process Education, Science Education, *Scientific Concepts, *Scientific Literacy, Thinking Skills, Volume (Mathematics)
In order to take into account in a more productive, effective manner children's prior science knowledge in the development of science curricula and in the teaching of science, it is important "to know how to explore it, to know about its nature, and to consider the various ways it may, or may not be modified" (Gilbert, Osborne, and Fensham, 1982). Given that many elementary teachers report feeling either ill-prepared or unqualified to teach science, the experience of elementary school students in learning science particularly warrants continued investigation. This study attempts to take a step beyond identification of preservice elementary teachers' science misconceptions in the direction of concurrent characterization of the bases of these ideas. Using a multi-step process of development, revision and validation, an 11-item multiple-choice test exploring the concepts of surface area/volume and states of matter was developed for subsequent use in evaluating and revising a science process skills course for

preserve elementary teachers. Each of the items in the test included a description of situation, a multiple-choice question based on the situation, followed by eight to twenty possible explanations for the answer selected. Test results allow the researcher to identify pre-knowledge about the concepts of interest and to characterize the degree of congruence between the learner's school and intuitive sources of knowledge. It is proposed that this and similar concepts tests could be used in evaluating the effectiveness of strategies devised to change misconceptions or to bring learners' school and intuitive knowledge into congruence with other measures of ability or pre-knowledge to explore interactions with different methods of instruction. Sample questions are appended. (Author)

**ED 332 867**  SE 052 103
*Loving, Cathleen*
**The Scientific Theory Profile: A Philosophy of Science Model for Science Teachers.**
Pub Date—Apr 91
Note—28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Style, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Models, *Philosophy, *Preservice Teacher Education, *Science Education, Theories
Identifiers—*Philosophy of Science, *Scientific Theory Profile
The model developed for use with science teachers–called the Scientific Theory Profile–consists of placing three well-known philosophers of science on a grid, with the x-axis being their methods for judging theories (rational vs. natural) and the y-axis being their views on scientific theories representing the Truth versus mere models of what works best (realism vs. anti-realism). The assumption is that individuals have different degrees of commitment to these views and seeing this range of views would help science teachers develop a balanced philosophy of science. The philosophers selected for detailed analysis who form the "keystone" positions on the Profile are Thomas Kuhn, Carl Hempel, and Sir Karl Popper. Nine other contemporary philosophers, all influenced by the three originals, are included in brief analyses, with their positions relative to the keystones. Analyses resulted in placement of four Natural Anti-realists, three Rational Anti-realists, four Rational Realists, and one Natural Realist. The Natural Realist, Ronald Giere offers a cognitive approach to explaining theory judgment, which appears particularly useful to science teachers. The Profile then forms the basis for a course in philosophy of science for science teachers, with some objectives and activities suggested. (Author)

**ED 332 868**  SE 052 104
*Brickhouse, Nancy W.*
**What Counts as Success? Perspectives from Practice and Research.**
Pub Date—Apr 91
Note—26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Chemistry, High Schools, Interviews, *Motivation, Qualitative Research, Science Instruction, *Secondary School Science, Self Evaluation (Individuals), Success, Teacher Attitudes, Teacher Characteristics, *Teacher Effectiveness, Teaching Methods
This paper explores a teacher's perspective of what successful science instruction is and how these perspectives influence classroom instruction. The data sources for this study include 35 classroom observations and approximately 25 hours of interviews collected over a period of 2 years of a single high school chemistry teacher. During class, extensive field notes were written and for approximately half of these sessions, the teacher was interviewed for about 30 minutes following the lesson. The interviews after class focused on questions of what the purpose of the lesson was, whether it was a success, and how he decided if it was a success. Questions about why specific instructional tasks or chemistry content had been chosen were also asked. This

teacher was also interviewed regarding students' written work, which consisted of tests, lab reports, journals, and a variety of other forms of written work, and how these provided evidence for his assessments of his own instruction. Analysis of the data involved reading the verbatim transcripts of the interviews and the field notes to develop a system of categories that were elaborated and modified with new data. In reflecting back on the successes and failures of several weeks or even an entire year's worth of instruction, the teacher assessed his teaching by referring to whether students had met a large array of goals that were affective, social, cognitive, and skill-based. The ways in which the teacher defines success for his students is then related to what researchers define as success. (KR)

**ED 332 869**  SE 052 105
*Barufaldi, James P.  And Others*
**A Profile of Users of a Level One Videodisc-Based Elementary School Science Program.**
Pub Date—Apr 91
Note—20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Computer Uses in Education, *Educational Technology, *Elementary School Science, Innovation, Intermediate Grades, Interviews, Pilot Projects, Science Education, Student Attitudes, *Teacher Attitudes, *Videodisks
A number of studies in science education have indicated the general effectiveness of level one videodisc-based programs in improving student knowledge in the sciences. The purpose of the evaluation study was to ascertain the effectiveness of the videodisc-based elementary science program in selected K-6 grade classrooms as determined by the users of the program involved in pilot testing. Thirty-six school sites in Texas were selected to participate in the piloting of the program. The study was conducted to: (1) collect information about level one users' teaching experiences, their academic specializations, and their level of experience with various forms of technology; (2) describe classroom behaviors and perceptions of students and teachers and the ecology of the learning environment; (3) determine teachers' attitudes toward technology and state anxiety toward teaching of science; (4) describe the impact of the innovation on the needs and concerns of teachers; (5) identify students' attitudes toward science/technology and interest in science outside the classroom; and (6) identify students' science content knowledge and skill development base before and after the implementation of the videodisc-based science program. Student information was collected through the administration of interviews; assessment of science-related attitudes, skills, and content; and classroom observation and administration of assessments of concerns and anxiety toward science and technology. Results indicate that teacher attitudes toward technology became significantly more positive at the culmination of the pilot testing and teacher anxiety toward teaching science was significantly less intense at the culmination of the pilot testing. (KR)

**ED 332 870**  SE 052 106
*Yu, Shu-Mey  Bethel, Lowell J.*
**The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.**
Pub Date—Apr 91
Note—26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anxiety, Elementary Education, *Elementary School Science, *Experiential Learning, *Foreign Countries, Higher Education, *Preservice Teacher Education, Process Education, Science Education, *Teacher Attitudes
Identifiers—*Taiwan
The purpose of this study was to identify whether the strategy of using hands-on science process skills training in an elementary science methods course was effective in: (1) reducing preservice elementary teachers' (PETs') anxiety about teaching hands-on

science activities, and (2) changing PETs' concerns about teaching hands-on science activities from concerns about "self" to concerns about "task" and the "impact" of hands-on science on children. A nonequivalent control group quasi-expermental design was utilized. One independent variable, the method of hands-on science process skills training, was investigated. Two measurement instruments (Stages of Concern Questionnaire and State-Trait Anxiety Inventory)–translated into Chinese–were used to measure the dependent variables. The sample consisted of 105 PETs enrolled in 4 sections of a science methods course at Taiwan Provincial Taichung Teachers' College, Republic of China. The experimental group (n=54) received training in hands-on science activities for a period of 6 weeks, while the control group (n=51) received regular class lectures without hands-on science activities. Analysis of covariance (ANCOVA) results indicated that hands-on science process training was significant (P.05) in reducing PETs' anxiety about teaching hands-on science activities and significant (P.05) in changing PETs' concerns about teaching hands-on science activities. However, further descriptive analysis of the data indicated that PETs' concerns about "self" failed to show a decrease; concerns about the "impact" of an innovation showed a slight increasing pattern in the experimental group. (Author/AA)

**ED 332 871**  SE 052 107
*Tuan, Hsiao-Lin*
**The Influence of Preservice Secondary Science Teachers' Beliefs about Science and Pedagogy on Their Planning and Teaching.**
Pub Date—Apr 91
Note—35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beliefs, Higher Education, Interviews, Lesson Plans, *Preservice Teacher Education, Qualitative Research, Science Education, *Science Teachers, Secondary Education, *Secondary School Science, *Teacher Attitudes, Teacher Role, *Teaching Methods, Teaching Skills, Teaching Styles
Research on teacher education has been shifting from the emphasis on changing teachers' behaviors to investigating how teachers' mental thinking influences their teaching behaviors. Teachers' beliefs and planning are two important components among teacher thinking research. The purposes of this study are to uncover preservice secondary science teachers' beliefs about science and pedagogy and to investigate how preservice science teachers' beliefs about science and pedagogy influence their planning and teaching. This study used qualitative methods such as participation observation, field notes and in-depth interviews. Topics discussed in the interviews included the ways informants planned their lessons, the considerations during their planning, the resources they used in planning, and the reflection on their teaching performance. An open-coding system was generated to analyze data and the data were categorized. The study suggests that although so many preservice teachers articulate similar bliefs, their underlying context may be quite different. Therefore, the best way for science educators to introduce learning theories to their students is for them to explain what they mean by providing substantial reasoning for their responses. Self-reflection on one's action could help these preservice teachers to be aware of their own thinking and performance. (KR)

**ED 332 872**  SE 052 108
*Clark, Richard C.  Hessler, Edward*
**Model Learner Outcomes for Science Education.**
Minnesota State Dept. of Education, St. Paul.
Pub Date—91
Note—121p.
Available from—Minnesota Department of Education (publisher), Minnesota Curriculum Services Center (distributor), 70 West County Rd., B2, Little Canada, MN 55117 ($5.50, residents; $8.00 out of state).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Development, Disabilities, *Educational Objectives, Elementary School Science, Elementary Secondary Education, Multicultural Education, *Outcomes of Education,

Process Education, Questionnaires, Science and Society, *Science Education, *Scientific Literacy, Secondary School Science, Sex Fairness, State Curriculum Guides, Student Attitudes, Technology

Identifiers—*Minnesota

This document provides curriculum planners with models of learner outcomes that can be incorporated into a science curriculum and science essential learner outcomes. The first chapter includes a list of educational system values and learner values, philosophy of education, the mission for public education, and learner goals that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K-12 public education. The second chapter provides a preliminary framework for one science education model. Chapter 3 lists science learner outcomes for overarching concepts, basic and integrated process skills, personal needs, science in the world (science/technology/society), and reading and writing in the sciences. The outcomes are cross-referenced with the Minnesota State Board of Education goals, and a development and concept emphasis is listed for each outcome. Chapter 4 explains how to transpose the outcomes into the curriculum. The first part provides a bridge between the rationale for science education developed in Chapter 2 into the basis for curriculum centered around the learner outcomes found in Chapter 3 and also describes instructional practices advocated by science educators. The second part contains questionnaires to assess the condition and determine the relative strengths and weaknesses of the science program. The appendixes, which comprise half the document, contain a variety of evaluation instruments along with some brief descriptive material: multicultural/gender disability/sensitive science education curriculum (checklist); multicultural nonsexist education and science education-considerations; user's guide to a matrix assessment; perceptions of the science program (parent, student, and teacher surveys); science education curriculum (questions to be used by evaluating committees); facilities and laboratory safety (checklist); and learner outcomes–what should be learned (checklist). (17 references) (KR)

**ED 332 873**      **SE 052 109**
U.S. Nuclear Engineering Education: Status and Prospects.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.
Report No.—ISBN-0-309-04280-1
Pub Date—90
Contract—DE-AC01-88ER75425
Note—169p.
Available from—National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($15.00 U.S.; $18.00 foreign).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Business Responsibility, Career Choice, College Faculty, College Role, *College Science, Curriculum Design, Curriculum Evaluation, *Employment Opportunities, *Engineering Education, Enrollment Trends, Financial Support, Foreign Students, *Futures (of Society), Government Role, Graduate Study, Higher Education, Labor Needs, Labor Supply, *Nuclear Energy, Nuclear Technology, Private Sector, Research Needs, Science Education, Undergraduate Study
Identifiers—*Nuclear Engineering, Nuclear Reactors
This study examines the status of and outlook for nuclear engineering (NE) in the United States. The study resulted from a concern about the downward trends in student enrollments in NE, in both graduate and undergraduate programs. Concerns have also been expressed about the declining number of U.S. university NE departments and programs, the aging of their facilities, and appropriateness of their curricula and research funding for industry and government needs, the availability of scholarships and research funding, and the increasing ratio of foreign to U.S. graduate students. A committee representing universities, laboratories, government agencies, and corporations studied the current status of NE education in the United States, estimated the supply and demand for undergraduate and graduate nuclear engineers in the United States over the near-to mid-term, addressed the spectrum of material that the nuclear engineering curriculum should cover and how it should relate to allied disciplines,

and recommended appropriate actions to ensure that the nation's needs for competent nuclear engineers are satisfied over the near- and mid-term. Since the responsibility for a viable NE education system is shared by the Federal Government, private industry, and the academic community, recommendations were split into these sectors: (1) Federal Government should increase funding for traineeship and fellowship programs, provide additional research funds to support reactors, enhance programs to attract women and minorities into the field, assess supporting the access, for educational purposes, of NE departments to research reactors, etc.; (2) Industry such as electric utilities should increase their participation and support of training programs and continue working with the American Nuclear Society to support its advocacy of NE education; (3) Universities should continue to have broad based NE curricula, have more research programs with more research in reactor-oriented areas, develop and support research related to power reactor, nuclear waste management, and environmental remediation, and seek a means for partial or phased retirement of older faculty so junior faculty may be added. (30 references) (KR)

**ED 332 874**      **SE 052 121**
Brickle, Woodrow, II
Improving the Problem Solving Skills of At-Risk High School Mathematics Students through Cooperative Work Groups and Computer-Assisted Instruction.
Pub Date—Dec 90
Note—76p.; Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Achievement Gains, Compensatory Education, *Computer Assisted Instruction, *Cooperative Learning, Dropout Characteristics, Dropout Prevention, Educationally Disadvantaged, *High Risk Students, High Schools, Learning Activities, Learning Strategies, Manipulative Materials, Mathematics Achievement, Mathematics Education, *Mathematics Instruction, *Potential Dropouts, Practicums, Problem Solving, *Secondary School Mathematics, Special Needs Students
The negative impact of low attendance and the lack of effective, alternative classroom learning strategies are factors that mitigate against student interest and success in mathematics, particularly with respect to inner-city at-risk students. The goal of this practicum was to improve the problem-solving skills of a group of 50 alternative high school students by strengthening these students' appreciation of and interest in mathematics, by increasing students' schedule of attendance in scheduled mathematics classes, and by improving students' performance on the school's standardized basic skills test in mathematics. For a period of three months, computers, manipulatives, cooperative groups, and Socratic questioning in the mathematics classroom were used to address a variety of learning preferences. No measurable differences could be noted from the pre- and post-test interest survey responses. However, improved student performance and documented increases in class attendance suggest that the design of mathematics instruction to accommodate differences in students' learning preferences is an effective strategy for addressing the unique needs of the at-risk alternative high school student. The report includes 28 references and the student and teacher questionnaires. (JJK)

**ED 332 875**      **SE 052 126**
Peck, Donald M. Connell, Michael L.
Developing a Pedagogically Useful Content Knowledge in Elementary Mathematics.
Pub Date—Apr 91
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, Cognitive Processes, Cognitive Structures, College Mathematics, *Concept Formation, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Higher Education, Instructional Effectiveness, Mathematical Concepts, Mathematics Education, Mathematics Instruction, Mathematics Skills, *Mathematics Teachers, *Methods Courses, *Preservice

Teacher Education, Teacher Attitudes, Teacher Effectiveness, Teacher Expectations of Students, Teacher Response, Teacher Role, Teaching Skills
Identifiers—*Conceptual Approach, Conceptual Frameworks
Elementary school teacher candidates typically enter their professional training with deficiencies in their conceptual understanding of the topics of elementary school mathematics and with a reliance upon procedural (algorithmic) approaches to the solutions of mathematical problems. If elementary school teacher candidates are expected to teach mathematics in a manner conducive to student conceptual development, then it is critical for the individual candidate to possess personal meanings for the topics of elementary school mathematics and to develop an understanding of the processes involved in student conceptual development. This report describes the pedagogy common to two mathematics methods courses designed to help teacher education students actively restructure their existing mathematical knowledge and expand their views of what understanding mathematics might involve. The teacher candidates are given the opportunity to restructure their own content knowledge using curriculum and instructional approaches similar to those which they will later hopefully use in their own classrooms. Data on mathematical content understandings (rational numbers, fractions, area, volume) and behavioral perceptions (anxiety, confidence, and justification patterns) were gathered from four undergraduate sections and one graduate section of the methods courses. These data indicate significant changes in candidates' mathematical understandings and views of pedagogy. Item analysis of content responses using Student-Problem Curve Theory shows that the candidates' conceptualization of content improves in focus over the course of the class, indicating a deeper level of knowledge structure. Preliminary analysis of structured interviews shows significant shifts in teacher candidates' conceptions of what mathematics is, their view of potential roles in instruction, and methods for evaluating students' success in mathematics relative to their original pre-class positions. A copy of the pretest is included. (37 references) (Author/JJK)

**ED 332 876**      **SE 052 128**
Huge, Terry L.
Videotaped Mathematics Instruction Used as a Resource in Compensating for Absence.
Pub Date—May 90
Note—56p.; Practicum report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attendance, Audiovisual Aids, Audiovisual Instruction, *Educational Television, High Schools, Learning Strategies, *Mathematics Instruction, *Mathematics Materials, Remedial Instruction, Remedial Mathematics, Secondary School Mathematics, Substitute Teachers, *Teacher Attendance, Teacher Developed Materials, Teacher Effectiveness, Teaching Methods, Television Viewing, Video Equipment, *Videotape Recordings
Unavoidable absences of both students and teachers in college preparatory math classes adversely affected achievement and produced academic frustration in a moderately affluent urban high school. In order to reduce the frustration level and to promote continuity and meaningful activity on teacher absence days, videotaped reviews of material related to college entrance examinations were created by a regular classroom teacher for use by substitute teachers. In addition, chapter reviews of actual coursework were created for use by students recovering from absences of their own or as a means of additional self-review. A comparison of pre- and post-project surveys indicated a relief in the level of concern unavoidable absences created for students, teachers, and administrators. Plans to increase the scope of the project to other subject areas and other schools within the district are included. Appendices include samples of pre- and post-project questionnaires and the tabulated results of the surveys in the subject school. (Author)

**ED 332 877**      **SE 052 136**
BouJaoude, Saouma B. Giuliano, Frank J.
The Relationship between Students' Approaches to Studying, Formal Reasoning Ability, Prior Knowledge, and Gender and Their Achievement in Chemistry.
Pub Date—Apr 91

Note—29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Chemistry, College Science, Developmental Stages, Higher Education, Logical Thinking, *Nonmajors, *Prior Learning, Science Education, *Sex Differences, Student Attitudes, *Thinking Skills
Identifiers—Test of Logical Thinking (Tobin and Capie)

The main purposes of this study were to investigate the relationships among approaches to studying, prior knowledge, logical thinking ability, attitude, and performance in college freshman chemistry and to explore the effect of gender on the same variables. Subjects were 199 students (114 females, 85 males) enrolled in the second semester of a freshman chemistry course for non-science majors at a private university in New York State. Instruments used included seven subscales of the Approaches to Studying Inventory, the Attitude Toward Chemistry Questionnaire, and the Test of Logical Thinking (TOLT). The students' grades on an hour-long exam early in the semester were used as measures of the students' prior knowledge, while the semester cumulative final examination scores were used as measures of achievement in chemistry. Students in this study had slightly higher scores on reproducing orientation than on meaning orientation, a pattern that confirms Entwistle and Ramsden's (1983) findings with a similar group of non-science majors. The results of a stepwise multiple regression showed that prior knowledge, TOLT scores, and meaning orientation accounted for 32% of the variance on the final examination scores. (18 references) (Author/KR)

**ED 332 878**        SE 052 137
*Zohar, Anat Tamir, Pinchas*
**Incorporating Critical Thinking into a Regular High School Biology Curriculum.**
Pub Date—Apr 91
Note—16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biology, *Critical Thinking, *Curriculum Development, Decision Making, Foreign Countries, High Schools, Problem Solving, *Science Activities, Science Education, Secondary School Curriculum, *Secondary School Science, Thinking Skills
Identifiers—Israel

This study describes the rationale and activities developed and tested by a project in Israel entitled Biology Critical Thinking (BCT). The BCT project aims at developing a pool of activities that can be incorporated within the regular course of study without investing too much extra time. The purposes of the study are: (1) to present the rationale of the BCT project; (2) to describe an example of a BCT activity, and the responses to it in the classroom; and (3) to report the results of a pilot study that examined the feasibility of implementing some BCT activities. This study may be regarded as a small step in the direction of developing reasoning skills through activities which can be readily incorporated into the regular school curriculum by the majority of classroom teachers. (23 references) (KR)

# SO

**ED 332 879**        SO 019 832
*Steiner, Yosepha*
**Girls in Distress in Israel.**
Ministry of Labor and Social Affairs, Jerusalem (Israel).
Pub Date—Aug 78
Note—8p.; Paper presented at the National Hadassah Convention (64th, Jerusalem, Israel, September 19-25, 1978).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Coping, Counseling, Counseling Services, Drug Addiction, Family Influence, *Family

Role, *Females, Foreign Countries, *Jews, *Outreach Programs, Parent Role, Self Concept, *Self Esteem
Identifiers—*Distress, *Israel, Prostitution

The typical girl in distress in Israel comes from a Jewish family of oriental origin. Her distress is partially due to the strains of immigrating to Israel from, in most cases, North Africa. Authority models in distressed girls' families feature either the role of the father as the commanding familial authority figure; the mother as the dominant breadwinner; or the older brothers taking control of the family. Upon reaching adolescence, the girl's problems are manifested by states of vagrancy, familial conflict, and medical neglect. This process of moral degeneration operates as a continuum, eventually leading to the girl's running away from home, prostitution, and drug addiction. Methods of treatment aim at improving the girl's self-image and self-esteem, and developing strategies which allow her to positively cope in a difficult social milieu. Outreach programs are necessary to make contact with these girls in an individual or group context. (PPB)

**ED 332 880**        SO 019 940
*Newmann, Fred M.*
**Higher Order Thinking in the Teaching of Social Studies: Connections between Theory and Practice.**
National Center on Effective Secondary Schools, Madison, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—G008690007
Note—23p.; An earlier version of this paper was prepared for the Conference on Informal Reasoning and Education (Pittsburgh, March 26-29, 1987).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, *Critical Thinking, Decision Making, Elementary Secondary Education, Empathy, Inferences, Logical Thinking, *Problem Solving, School Organization, *Social Studies, Staff Development, *Teaching Methods, *Thinking Skills

An attempt is made to synthesize the diverse perspectives on the teaching of thinking, especially in the area of social studies. A conception is developed that incorporates major theoretical orientations as well as the views of teachers. The conception emphasizes interpretation, analysis, and manipulation of information to solve problems that cannot be solved by routine application of previously acquired knowledge. Five main challenges emerged when the problems that social studies teachers who emphasized thinking wanted students to confront were considered: (1) empathy, (2) abstraction, (3) inference, (4) evaluation-advocacy, and (5) critical discourse. To promote thinking along these lines, the curriculum should stress a combination of in-depth content, skill-directed activities, and the reinforcement of thoughtful dispositions. Pedagogy should provide extensive student practice in problem solving, guided by substantial teacher feedback on students' work, along with increased student interaction with one another and community study. To support this, organizational changes such as reduced teacher load and more flexible scheduling are necessary. Ultimately, the successful promotion of higher order thinking in social studies will depend on increased opportunities for teachers to study and to discuss with colleagues the conceptualization of thinking, its application to social studies, conflicting priorities, and other obstacles that inhibit thoughtfulness. If decisions about specific pedagogy grow out of teachers' collaborative consideration of these issues, higher order thinking in social studies has a chance. (JB)

**ED 332 881**        SO 020 548
*Fine, Jim*
**Bar Associations Share Their Tips for Working with the Schools. Technical Assistance Bulletin No. 1.**
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
Spons Agency—Department of Education, Washington, DC.
Pub Date—[87]
Contract—8123-A800028
Note—6p.; For a related document, see ED 314 310.
Available from—American Bar Association, Special Committee on Youth Education for Citizenship,

750 N. Lake Shore Dr., Chicago, IL 60611 (free).
Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Resources, *Cooperative Planning, *Cooperative Programs, Curriculum Development, Educational Cooperation, Elementary Secondary Education, *Human Resources, *Law Related Education, Models, Networks, School Community Relationship, Social Studies
Identifiers—American Bar Association

Bar foundations and bar association staff members involved in law-related education (LRE) have taken a number of different approaches to working with school districts, boards of education, teachers, and administrators. This bulletin looks at three of the approaches. One approach is networking with schools and enthusiastic resource people who can be counted on to maintain a high level of interest in the program. Examples are drawn from seven states where this approach is used: Michigan, Arizona, New York, Missouri, Kansas, Texas, and Washington. A second approach is building upon a strong teacher or groups of teachers who can be counted on to breathe life into a new program and eventually become trainers of other teachers. Examples of this approach are taken from three states: Idaho, North Dakota, and South Carolina. The final method is that followed in Alaska where the geographic area is large and the population small. Sub-committees were set up in each area of the state to see that LRE programs were implemented in the districts. A state steering committee and the Anchorage and the Alaska Bar Associations served as the coordinators. The examples indicate a variety of ways in which LRE programs can be implemented and maintained. (JB)

**ED 332 882**        SO 020 723
*Baron, Robert C., Ed. And Others*
**Soul of America: Documenting Our Past, 1492-1974.**
Report No.—ISBN-1-55591-047-5
Pub Date—89
Note—448p.; Some photographs may not reproduce clearly.
Available from—Fulcrum Publishing, 350 Indiana Street, #510, Golden, CO 80401 ($24.95).
Pub Type— Books (010) — Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Civil War (United States), Colonial History (United States), Modern History, Presidents, *Primary Sources, Speeches, *United States History, World War I, World War II

Compiled by historians, the documents and speeches in this volume span 5 centuries of thought in the United States. These documents represent the full scope of U.S. history, from the earliest settlements, through the western expansion, to the era when the United States became a world power. The book contains materials by Coronado, William Penn, Roger Williams, William Bradford, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Red Jacket, Tecumseh, Chief Joseph, John C. Calhoun, Daniel Webster, Henry Clay, Abraham Lincoln, Robert E. Lee, Frederick Douglass, Booker T. Washington, Martin Luther King, Jr., Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, and 16 U.S. presidents. Some choices were based on their long-term influence, some on the beauty of the language and the expression of major ideas. Each document is introduced by a short essay describing its historical context. The volume is organized in chronological order, includes a 15-item bibliography, and identifies sources for the documents. (JB)

**ED 332 883**        SO 020 870
*Finchum, George A.*
**How Many Countries Are There in the World?**
Pub Date—Oct 89
Note—11p.; Paper presented at the Annual Conference of the National Council for Geographic Education (Hershey, PA, October 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Foreign Countries, *Geographic Regions, *Geography, Physical Divisions (Geographic), Political Divisions (Geographic), Social Studies, World Affairs
Identifiers—Africa, Asia, Australia, Europe, North America, Oceania, South America, United Nations

Because of conflicting interpretations among the

most widely used sources, the question of how many countries there are in the world does not have an easy answer. This paper, however, seeks to produce a justifiable, definitive answer (at least for as long as changing political tides allow). By moving from continent to continent, listing generally recognized countries, addressing those land areas whose statuses are controversial, and explaining whether or not inclusion is warranted, the determination is made that as of October 1989 there were 170 countries in the world. Maps and tables used for this study are available. (DB)

**ED 332 884**　　　　　　　SO 021 017
*Fabian, Bernhard*
**The Future of Humanistic Scholarship with Comments by Michael T. Ryan and Thomas F. Staley.**
Center for the Book Viewpoint Series No. 26.
Library of Congress, Washington, DC. Center for the Book.
Report No.—ISBN-0-8444-0680-5
Pub Date—90
Note—40p.; Talk presented at the Annual Meeting of the American Library Association (Dallas, TX, June 26, 1989).
Available from—Center for the Book LM605, Library of Congress, Washington, DC 20540.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Education, Educational History, *Educational Philosophy, *Humanistic Education, *Humanities, Intellectual Disciplines, Philosophy, *Scholarship
Identifiers—*Popper (Karl)
Twenty-five years ago a small volume of essays entitled "Crisis in the Humanities" was published containing an ominous message: namely, that the humanistic disciplines had arrived at a crossroad–a turning point at which a decisive change for better or worse was imminent. Humanistic scholarship appears to have declined since that crossroad was reached, and the reason may be that as pursued at present in many areas, it produces knowledge that is of little intrinsic interest and relevance. This essay formulates and addresses the question of how the humanities can be revitalized and vindicated. There are no simple solutions to this problem; what is needed is a new working concept on which humanistic scholarship can be based. Of theories put forward recently as conceptual frameworks for humanistic scholarship, none is more helpful than Karl Popper's proposition of a world of encoded or "objective" knowledge. Popper's proposition as it can be applied to humanistic scholarship is discussed with great optimism. Comments on the main essay by two other scholars, Michael T. Ryan and Thomas F. Staley, also are included in this volume. (DB)

**ED 332 885**　　　　　　　SO 021 090
*Reinhartz, Dennis  Reinhartz, Judy*
**Geography Across the Curriculum.**
National Education Association, Washington, D.C.
Report No.—ISBN-0-8106-3070-2
Pub Date—90
Note—96p.
Available from—National Education Professional Library, P.O. Box 509, West Haven, CT 06516 ($9.95).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Development, Elementary Secondary Education, *Geography, *Geography Instruction, Global Approach, *Integrated Curriculum, *Interdisciplinary Approach, Learning Activities, Teaching Methods
Geography should be infused into existing elementary and secondary school curricula rather than added as another separate subject at various levels. That is the thrust of this monograph, which suggests ways to integrate relevant geographic knowledge, concepts, and skills into specific elementary and secondary subjects. The relationship between geography and history, social studies, foreign languages, English/language arts, the arts, science, mathematics, business, and computer-based instruction is examined. A 55-item bibliography is included, as is an extensive resource list. (DB)

**ED 332 886**　　　　　　　SO 021 091
**Instructional Media: North Carolina. Advisory List.**
North Carolina State Dept. of Public Instruction,

Raleigh. Div. of Media Evaluation Service.
Pub Date—Nov 90
Note—32p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Childrens Literature, *Educational Media, Elementary Secondary Education, Filmographies, Instructional Materials, *Local History, *State History
Identifiers—*North Carolina
This document is an annotated bibliography identifying books, filmstrips, maps, posters, puzzles, recordings, and videocassettes, pertaining to the state of North Carolina that can be used in elementary and secondary school classrooms. In addition to a lengthy description of each item, a range of appropriate grade levels is indicated, as well as the name of the publisher or producer from whom the materials may be obtained. A directory of the addresses of the publishers and producers also is included. (DB)

**ED 332 887**　　　　　　　SO 021 094
**On the Path to German Unity: Chronology of Events.**
Inter Nationes, Bonn (West Germany).
Pub Date—91
Note—9p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Chronicles, *Current Events, European History, Foreign Countries, Social Studies, *World Affairs, World History
Identifiers—*Germany
A detailed chronology of events from July 1989 to December 1990 that led to the unification of East and West Germany is presented. Teachers of social studies courses, including global studies and world history, as well as students researching this topic, may find this summary useful. (DB)

**ED 332 888**　　　　　　　SO 021 104
*Menon, Sarath  Carspecken, Phil*
**Beyond "Push" and "Pull" Explanations, Asian-Indian Graduate Students in the United States.**
Pub Date—[90]
Note—20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (March 1990).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Education, Decision Making, Developing Nations, Educational Research, Foreign Countries, Foreign Culture, *Foreign Students, Global Approach, *Graduate Students, Higher Education, *International Education, Interviews, *Migration, Qualitative Research, Social Science Research, Social Theories, *Student Subcultures
Identifiers—Brain Drain, *India
The findings of a qualitative study of migrant graduate students from India who now reside in the United State is presented. Through a series of interviews with students attending three U.S. universities, a model of the migratory process was developed. Much recent work on migratory theory has focused on the lack of opportunities in the students' home country ("push" factors) and the greater opportunities afforded by industrialized nations ("pull" factors). The model developed in this study argues that it is necessary to look beyond push and pull factors to cultural conditions–of both the student's home country and the "world-student" culture–as creating a field of norms and identities that shapes student actions. The relationship between the world-student culture and world-system structures is examined, with the result being a unique description of the so-called "brain drain" phenomena. A 12-item bibliography is included. (DB)

**ED 332 889**　　　　　　　SO 021 109
**Social Studies Curriculum Guide: Grade 6. Bulletin 1987, No. 62.**
Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Pub Date—87
Note—178p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Area Studies, Class Activities, Educational Objectives, Global Approach, *Grade 6, Intermediate Grades, *Social Studies, State Curriculum Guides, *Student Educational Objectives, Teaching Methods

Identifiers—Alabama, *Canada, *Latin America
This curriculum guide is designed to help classroom teachers implement the Alabama Course of Study for the social studies and to be inclusive of the objectives tested by the Stanford Achievement Test. Divided into three sections, section 1 begins with a table of contents that lists what students should learn (student outcomes) in grade six. After each outcome, a page number(s) directs the reader to classroom activities that address the specific outcome. The second section of the guide consists of classroom activities. Each activity is preceded by a description of the areas of grade six social studies covered, the specific student outcomes that are addressed in the activities, and notes for the teachers that convey information important for effectively presenting the activities. The third section summarizes the relationship of student outcomes to the original sources from which the outcomes were taken. The original sources for this curriculum guide were the Alabama Course of Study and the Stanford Achievement Test objectives. This section of the guide was designed to serve as a reference for local school systems that may wish to trace the source of each outcome or to rate each outcome as basic, standard, or advanced. The substance of the guide concerns Canada and Latin America. The topics include understanding the relationship of time to human life in Canada and Latin America; physical geography in Canada and Latin America; customs, traditions, and behaviors; economic systems; historical events; and government controls in certain areas of society in Canada and Latin America. (DB)

**ED 332 890**　　　　　　　SO 021 110
**Social Studies Curriculum Guide: Grade 9. Bulletin 1989, No 35.**
Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Pub Date—89
Note—464p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Class Activities, Educational Objectives, Geographic Concepts, *Geography Instruction, *Grade 9, Junior High Schools, *Social Studies, State Curriculum Guides, *State History, *Student Educational Objectives, Teaching Methods
Identifiers—*Alabama
Designed to help classroom teachers implement the Alabama Course of Study for the social studies, this state curriculum guide covers two areas: the world geography and Alabama history. World geography looks at geographic themes and concepts, physical geography, human geography, the developed world, and the less developed world. Alabama history examines: contemporary Alabama; first inhabitants to statehood; statehood to secession; Civil War, Reconstruction, and recovery; Alabama and the new South; twentieth century Alabama; and local history of community studies. Each area of the guide consists of three distinct sections. The first section is a table of contents that lists what students should learn (student outcomes) in grade 9. After each outcome, page numbers direct the teacher to classroom activities that address the outcome. The second and largest section of the guide consists of classroom activities that are preceded by the specific student outcomes addressed in the activities and notes for teachers that convey information important for effectively carrying out the activities. The third section summarizes the relationship of student outcomes to the Alabama Course of Study on social studies from which the outcomes were taken. This section is designed to serve as a reference for local school systems that may wish to trace the source of each outcome or to rate each outcome as basic, standard, or advanced. (DB)

**ED 332 891**　　　　　　　SO 021 125
*Pepper, Floy*
**Indians in Oregon Today. A 4th Grade Social Studies Supplement.**
Oregon State Dept. of Education, Salem. Div. of Special Student Services.
Pub Date—90
Note—96p.
Available from—Publications and Multimedia Center, Oregon Department of Education, Salem, OR 97310-0290 ($7.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*American Indian History, *American Indian Studies, Charts, Concept Teaching, Cultural Awareness, Federal Indian Relationship,

*Grade 4, Intermediate Grades, Learning Activities, Maps, *Social Studies, *State History, Teaching Methods
Identifiers—*Oregon

Designed to provide current, accurate information to teachers and students about the American Indian people living in the state of Oregon, this publication focuses on 10 learning concepts: (1) Indian tribes in Oregon today; (2) Indian people's special relationship with the United States government; (3) the change and impact brought by newcomers to Oregon Indians; (4) Indian roles in Oregon's culture and economy and the world; (5) differences in Indian tribes' languages, customs, and ways of life from each other and other ethnic groups; (6) the changes reservations caused for Indian people; (7) how termination affected Indian tribes of Oregon (some tribes are working for restoration); (8) different forms of government for Indian people: tribal councils, city, state, and U.S. government; (9) Indian people's respect for the environment (preservation efforts toward the environment continue today); (10) the importance of Indian hunting, gathering, and fishing rights. Student activities, maps, and charts are used to develop the concepts. Two appendices are included: (1) American Indian/Alaskan Native United States Historical Timeline; and (2) Glossary. (DB)

**ED 332 892**       SO 021 165
**Family Life Education Curriculum: Grade 7 through Grade 9 Level.**
Cumberland County Schools, Fayetteville, NC.
Pub Date—87
Note—332p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Adolescents, Curriculum Guides, *Family Health, *Family Life Education, Grade 7, Grade 8, Grade 9, Interpersonal Relationship, Junior High Schools, Learning Activities, Secondary School Curriculum, *Sex Education, Student Educational Objectives, Teaching Methods
Identifiers—*Puberty

This document presents a curriculum unit in family life education for students in grades 7 through 9 that encompasses learning about human sexuality, interpersonal relationships, and roles within the family. The unit is designed to attain the following goals: (1) to help students gain a detailed knowledge of the anatomy, physiology, and uniqueness of the male and female reproductive systems; (2) to evaluate awareness of the physical, mental, social, and emotional changes that occur during adolescence; (3) to develop healthy, caring, and responsible relationships with family and friends; and (4) to cultivate insights about themselves as sexual beings. This curriculum contains separate units for each grade level and puts forth specific objectives to be met at each grade through prescribed content and activities. Each unit contains a lengthy appendix containing such instructional materials as a glossary of terms, various exercises, activity sheets, and drawings and diagrams. (DB)

**ED 332 893**       SO 021 178
*Davis, J. Ronnie*
**Economics Program Review in the State University System of Florida.**
State Univ. System of Florida, Tallahassee. Board of Regents.
Report No.—BOR-89-2
Pub Date—Jan 91
Note—152p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Curriculum Evaluation, *Economics, *Economics Education, *Educational Assessment, Higher Education, Intellectual Disciplines, Program Content, Program Evaluation, *State Universities
Identifiers—*Florida, State University System of Florida

A review of the discipline of economics as it exists in the State University System of Florida is presented. The introduction presents a description of economics as a discipline and a discussion of economics programs from a state perspective. The topics covered included business economics versus economics, college of business versus college of arts and sciences, service role, limited access, student issues, research and service, leadership issues, and recommendations. Reports that examine the economics programs of nine Florida universities comprise the body of the document. The institutional reports are from the University of West Florida,

Florida A & M University, Florida State University, University of North Florida, University of Florida, University of South Florida, University of Central Florida, Florida Atlantic University, and Florida International University. Three appendices are included along with an executive summary. (DB)

**ED 332 894**       SO 021 179
*Turner, B. L., II*
**Review of Geography: State University System of Florida.**
State Univ. System of Florida, Tallahassee. Board of Regents.
Report No.—BOR-89-10
Pub Date—Sep 90
Note—118p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Curriculum Evaluation, *Educational Assessment, *Geography, *Geography Instruction, Higher Education, Intellectual Disciplines, Program Content, Program Evaluation, *State Universities
Identifiers—*Florida, State University System of Florida

A review of the discipline of geography as it exists in the State University System in Florida is outlined. The report is presented in four parts. Part 1 discusses the role and position of geography in the curriculum, and geography in relation to Florida and its State University System. Part 2 features a discussion of the responses to State University System and program queries. Part 3 contains an evaluative overview of geography as it exists in the Florida State University System. Part 4 evaluates individual programs for five universities that are part of the State University System (Florida Atlantic University, Florida State University, University of Florida, University of South Florida, and University of West Florida). Four appendices are included. (DB)

**ED 332 895**       SO 021 181
*Hardesty, Carolyn, Ed.*
**The Wallaces of Iowa.**
Iowa State Historical Society, Iowa City.
Report No.—ISSN-0278-0208
Pub Date—Feb 91
Note—33p.; For related documents, see ED 329 476, ED 320 822, ED 319 641, ED 314 356, ED 314 306, ED 309 131, and ED 306 171.
Journal Cit—Goldfinch, Iowa History for Young People; v12 n3 Feb 1991
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agriculture, Biographies, Elementary Secondary Education, *Politics, *Social Studies, *State History, *United States History
Identifiers—*Iowa, *Wallace (Henry)

This theme issue is devoted to the three men named Henry Wallace and the history they made for Iowa and for the United States. All of the Henrys were deeply involved in farming and all of them wrote in a magazine called "Wallaces' Farmer." All three of these men also did special work for the U.S. government. The most famous Henry, Henry A. Wallace, was vice-president of the United States and ran for president in 1948. (DB)

**ED 332 896**       SO 021 207
**Secondary Education: The Future. Policy Statement.**
Tasmanian Education Dept., Hobart (Australia).
Report No.—ISBN-0-7246-1355-2
Pub Date—87
Note—37p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Policy, *Educational Principles, Educational Trends, Foreign Countries, *Futures (of Society), Parent Participation, Secondary Education, Secondary School Curriculum, Social Change, *Standards, Student Educational Objectives, Teacher Effectiveness, Teacher Role
Identifiers—*Australia (Tasmania)

This document provides a statement of principles describing the goals and objectives for the future of secondary education in Tasmania (Australia), and indicates how they should be interpreted. Six topics are covered: (1) trends in the economy and in society; (2) provision for secondary education; (3) the curriculum; (4) students; (5) teachers; and (6) parents and the community. (DB)

**ED 332 897**       SO 021 209
*May, Wanda T.*

**Music Experts' Views of an Ideal Curriculum. Elementary Subjects Center Series No. 28.**
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—G0098C0226
Note—115p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Comparative Analysis, Curriculum Development, *Curriculum Evaluation, Curriculum Research, Elementary Education, Higher Education, *Music Education, *Music Teachers, *Student Educational Objectives, Student Evaluation, *Teacher Education, *Teaching Methods

This report summarizes and compares the views of six experts in music education concerned with teaching music for students' conceptual understanding at the elementary level. Three music professors and three public school music teachers teaching at the elementary level engaged in comprehensive written exercises and extensive interviews with researchers to address issues related to curriculum, teaching, and evaluation in music education. In this report, experts examined the above issues from the perspective of the "ideal," that is, what curriculum, teaching, and learning ought to be in elementary music. They identified, described, critiqued, and discussed features of an ideal curriculum, goals in music education, key concepts and ideas in music, how these are related, and how to organize and sequence these ideas with sample lessons in an effort to develop students' understanding in music. The report presents a comparative and contrastive analysis of the experts' responses on the above dimensions as well as their expressed or implicit views of music as a discipline and what it means to understand music. The findings then are summarized and discussed in light of their implications for music education and teacher education. (Author)

**ED 332 898**       SO 021 210
*De Vita, Carol J. O'Hare, William P.*
**America in the 21st Century: Social and Economic Support Systems.**
Population Reference Bureau, Inc., Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Dec 90
Note—33p.
Available from—Population Reference Bureau, Inc., P.O. Box 96152, Washington, DC 20090-6152 ($5.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*At Risk Persons, Childhood Needs, Child Welfare, *Demography, Disabilities, Family Problems, Frail Elderly, *Futures (of Society), Population Education, Population Trends, Poverty, *Public Policy, Social Problems, Welfare Services

For people in the United States, the risk of dependency upon social and economic support systems is generally associated with demographic characteristics–age, sex, race or ethnicity, geographic location, marital status, family composition, education, and income. In order to address the needs of dependent populations both now and in the century ahead, a better understanding of the realities of demographic change is required. This report looks at the circumstances of several of the most vulnerable population groups in the United States–children at risk, families in need, the frail elderly, and persons with disabilities. A number of tables and figures containing population data are included, as is a 16-item list of background readings. (DB)

**ED 332 899**       SO 021 216
*Shelton, Lois G.*
**Indiana Underground Railroad Folklore: Western Route and Daviess County.**
Pub Date—30 Aug 90
Note—95p.; Completed as part of the Historic Southern Indiana Project and funded by the National Endowment for the Humanities.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, History Instruction, Instructional Materials, Learning Activities, Oral History, *Slavery, Social Studies, *State History, *United States History, Units of Study
Identifiers—*Indiana, *Underground Railroad

Materials for teaching a unit about the Under-

ground Railroad (the system set up to assist fleeing, runaway slaves heading north) in Indiana are presented. Specifically, the Western Route that passed through Daviess County in Indiana is examined. The materials provide background on the Underground Railroad and the Western Route, plans for teaching the unit, a glossary, and maps, games, and other activities. The materials can be used with fourth and fifth grade students. (DB)

**ED 332 900**          SO 021 231
Catalog of Citizenship, Economics, Law-Related, Values, and Character Education Curriculum Materials. Fourth Edition. Revised 1989.
Utah State Office of Education, Salt Lake City. Utah Statewide Clearinghouse on Citizenship Education.
Pub Date—89
Note—246p.; Original printed on colored stock which may not reproduce clearly.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship Education, Economics Education, Educational Media, *Educational Resources, Elementary Secondary Education, Law Related Education, Social Studies, Values Education
Identifiers—Utah
This catalog of curriculum materials concerning citizenship education, economics, law-related education, values education, and character education includes books, booklets, periodicals, games, kits, films, filmstrips, video cassettes, posters, and computer software. The catalog is organized by grade levels in the following sections: K-3, 4-6, 7-9, 9-12, 10-12, and teacher reference. (DB)

**ED 332 901**          SO 021 235
Griffith, Jeff. Ed.
The American Constitutional Bicentennial Gazette, Issue Nos. 26-30.
Pub Date—[90]
Note—12p.
Journal Cit—The American Constitutional Bicentennial Gazette; n26-30
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, *Constitutional History, *Constitutional Law, Law Related Education, Learning Activities, Secondary Education, Secondary School Curriculum, Social Studies, *United States History
Identifiers—Bicentennial, *Bill of Rights, *United States Constitution
The Bill of Rights to the United States Constitution marks its Bicentennial in 1991. These documents are designed to educate secondary students about various aspects of the Bill of Rights and its history. Topics covered in the five issues are: a Bill of Rights for the American people; the Bill of Rights and the Supreme Court; the fourth amendment and the right to privacy; due process of law and the fifth amendment; judicial equity and the sixth amendment; the seventh amendment and federal jury trial rights; and the eighth amendment and capital punishment. Each issue contains exercises for students. (DB)

**ED 332 902**          SO 021 245
Cutler, Ellen
The Art of Glass: Masterpieces from the Corning Museum. A Self-Guided Tour for Children Ages 6-10 and Their Parents.
National Gallery of Art, Washington, D.C.
Pub Date—90
Note—13p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Art Education, *Children, Elementary Education, Exhibits, *Glass, Museums
Identifiers—Corning Museum of Glass NY
This document is a brochure to guide young children and their parents as they tour a display of glass art works from the Corning Museum, exhibited at the National Gallery of Art, Washington, D.C. Questions are posed about individual pieces and the exhibit in general. Activities for children to do at home also are suggested. (DB)

**ED 332 903**          SO 021 246
Morrissey, James M.
Rights and Responsibilities of Young People in New York. A Legal Guide for Human Service Providers. Revised and Updated.

New York State Bar Association, Albany.
Pub Date—90
Note—120p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Childrens Rights, Elementary Secondary Education, *Human Services, Juvenile Justice, *Laws, Legal Responsibility, *Youth, Youth Problems
Identifiers—*New York
This manual is designed for human service providers—including social workers, counselors, teachers, child care workers, probation officers, nurses and physicians—to help them with questions about the legal rights and responsibilities of young people in New York State. The document is directed at human service providers because they are seen as persons to whom young people are likely to turn for help, and because such providers are frequently unable to offer informed assistance on legal matters. The seven chapters cover: (1) an overview; (2) minors and the family; (3) minors and public assistance; (4) minors and school; (5) minors and medical treatment; (6) minors, the courts, and the police; and (7) miscellaneous. It should be noted that while the manual is designed to provide accurate and authoritative information about the rights and responsibilities of young people in New York state, the information is not the equivalent of rendered legal advice. Readers also should be aware that the information on laws and their interpretation, while up to date, is subject to changes, as all laws are. (DB)

**ED 332 904**          SO 021 251
Walstad, William B., Ed.   Soper, John C., Ed.
Effective Economic Education in the Schools. Reference & Resource Series.
Joint Council on Economic Education, New York, N.Y.; National Education Association, Washington, D.C.
Report No.—ISBN-0-8106-1840-0
Pub Date—91
Note—328p.
Available from—National Education Association, P.O. Box 509, West Haven, Connecticut 06516 ($21.95).
Pub Type— Books (010) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Development, *Curriculum Evaluation, *Economics Education, Educational Change, Educational Research, Elementary Secondary Education, National Programs, Program Effectiveness, *School Business Relationship, Social Studies, Teaching Methods
Identifiers—*Developmental Economic Education Program
The Developmental Economic Education Program (DEEP) was launched in 1964 by the Joint Council on Economic Education as an experimental program in three school districts. By 1989 there were 1,836 school districts enrolled in DEEP, covering some 39 percent of the precollege student population. This book tells the story of DEEP, an effort to improve the economics education curriculum by involving teachers, administrators, universities, and businesses in a curriculum change partnership. This current look at the DEEP experience is divided into five major parts. Part I consists of four chapters that give a rationale for economic education and explain in more detail the features of the DEEP model. Part II focuses on the research and evaluation that have been conducted over the 25-year history of DEEP and on related studies of economic understanding among students in secondary and elementary grades. The next two parts offer case studies of how DEEP works. Part III looks at DEEP operations and issues in four diverse states. Part IV shows how the DEEP process works in six different school districts. In part V the focus shifts from the present to the future; these chapters discuss the future of DEEP in the context of educational reform, requirements for new curriculum materials, needs of school districts, and leadership from the Joint Council on Economic Education. (DB)

**ED 332 905**          SO 021 252
McConnell, James A., Ed.   McConnell, Annette Weiss, Ed.
A Bill of Rights K-12 Resource Packet.
Michigan Commission on the Bicentennial of the United States Constitution, Lansing.
Pub Date—Dec 90
Note—112p.
Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Constitutional History, Constitutional Law, Educational Resources, Elementary Secondary Education, *Law Related Education, Learning Activities, Social Studies, *Teaching Methods, United States History
Identifiers—Bicentennial, *Bill of Rights
This resource packet contains a variety of teaching strategies designed for teachers to help students better understand the historical development and contemporary significance of the Bill of Rights. Forty-seven activities are included for both elementary and secondary students. The packet also includes a glossary and lists books for young readers, posters and prints, books on the Constitution and Bill of Rights, and selected audio-visual resources. (DB)

**ED 332 906**          SO 021 253
Arthur, Linda L.
Do or Die: Educational Pressure and Teenage Suicide in Japan.
Pub Date—Dec 90
Note—18p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, December, 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, College Entrance Examinations, *Educational Practices, Foreign Countries, Foreign Culture, Secondary Education, Social Problems, Student Behavior, *Suicide, Violence, *Youth, Youth Problems
Identifiers—*Adolescent Suicide, *Japan
The successes of the Japanese educational system have been widely praised by western educators in recent years. But this success appears to have a dark side; an educational framework that places students in fierce competition with one another and in which school-related violence and suicide occur with disturbing frequency. This paper focuses on the reality of educational pressure in Japan and the effects it has on the children of that country. The paper is divided into three phases, all of which deal with the decade of the 1980s and involve Japanese teenagers. The first phase briefly describes and offers a critique of Japanese education as viewed by westerners. The second phase analyzes trends in school-related violence based on statistics from Japanese sources. The third phase outlines results of a descriptive, pilot study on school-related teenage suicide. A 9-item list of references is included. (DB)

**ED 332 907**          SO 021 259
Lane, Sarah   Turkovich, Marilyn
Los Dias de Los Muertos. The Days of the Dead. 1991 Edition.
World Eagle, Inc., Wellesley, MA.
Report No.—ISBN-0-930141-42-3
Pub Date—91
Note—41p.
Available from—World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Area Studies, *Cultural Activities, Cultural Education, *Death, Elementary Secondary Education, Foreign Countries, *Foreign Culture, *Holidays, Instructional Materials, Learning Activities, Multicultural Education, Social History, Social Studies
Identifiers—Dia de los Muertos, *Mexico
The Dias de los Muertos is a celebration of Mexico that is a recognition of mortality, transience, and death, and a celebration of life, hope, and resurrection. This curriculum activity book begins with a general introduction to the festival followed by sections of explanations and activities intended to engage the learner in various aspects of the holiday. Each section begins with a brief reading that provides adequate information to complete the accompanying activity exercise. Most activities are complete in themselves and can be presented singly. The material can be used equally well by students working individually or in a group led by the teacher. An annotated bibliography and a general bibliography are included. (DB)

**ED 332 908**          SO 021 289
Gritzner, Charles   Phillips, Douglas
By the Numbers: Population Studies and the Curriculum.
National Association of Secondary School Principals, Reston, Va.

Report No.—ISSN-0547-4205
Pub Date—90
Note—8p.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75).
Journal Cit—Curriculum Report; v20 n2 Nov 1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Census Figures, *Curriculum Development, *Demography, Environmental Education, Geography Instruction, *Population Education, Secondary Education, Social Studies
The results of a national census are too often viewed as of little use except for allocating seats in the House of Representatives of the U.S. Congress. This essay argues that a broader view of census data should be taken; the data can prove valuable for instructional use across the secondary school curriculum. An overview of population education is provided, as well as examples of ways in which secondary schools are incorporating demographics into their instructional programs. A list of agencies and organizations that produce information and materials for population education is included. (DB)

ED 332 909                                SO 021 290
O'Neil, John
Civic Education.
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date—Jan 91
Note—10p.
Available from—Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1403 ($1.25).
Journal Cit—ASCD Curriculum Update; Jan 1991
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Citizenship Education, Citizenship Responsibility, *Civics, *Curriculum Development, Elementary Secondary Education, Public Schools, Social Studies, Student Participation, Voting
Three articles on civic education are included in this theme issue. "Civic Education: While Democracy Flourishes Abroad, U.S. Schools Try to Reinvigorate Teaching of Citizenship," provides an overview of the status of civic education in the United States. "Civic Education: Schools Aim to Link Knowledge, Active Lessons in Citizenship" features efforts undertaken by specific schools and institutions to develop citizenship education programs. "Schools Seek to Give Students a Taste of Voting" examines a project in Arizona in which some 80,000 students accompanied their parents to the polls and cast mock ballots in an effort to educate the students about voting and to instill in them the habit of lifelong voting. A list of references is included as well as a resource list of some of the many programs attempting to boost civic education. (DB)

ED 332 910                                SO 021 302
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.
Women's Bureau (DOL), Washington, D.C.
Pub Date—90
Note—46p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Employed Women, Females, Labor Force, *Public Agencies, Public Policy, Social Change, *Social History, *United States History, *Womens Studies
Identifiers—*Labor Studies, *Womens Bureau
The Women's Bureau of the U.S. Department of Labor was created by Congress in 1920, and given the mandate: "to formulate standards and policies which shall promote the welfare of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment." Highlights from the Bureau's seven decades of service to women are followed by statistical contrasts of women then and now. The majority of the document is devoted to a section entitled Profiles and Progress: Sketches of Women's Bureau Directors, Programs and Accomplishments. The challenges facing the women of the 1990s are briefly outlined. The "Chronology of Women's Labor and Women's Bureau History: Selected Events from the Turn of the Century to the Present" also is included. (DB)

ED 332 911                                SO 021 309
Convention on the Elimination of All Forms of Discrimination against Women. Hearing before the Committee on Foreign Relations. United States Senate, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, DC. Senate Committee on Foreign Relations.
Report No.—Senate-Hrg-101-1119
Pub Date—2 Aug 90
Note—112p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Federal Legislation, *Females, Global Approach, Hearings, International Law, *Sex Discrimination, *Sex Fairness, Treaties, Womens Studies, World Affairs
Identifiers—Congress 101st, United Nations
The Convention on the Elimination of All Forms of Discrimination against Women was adopted by the United Nations General Assembly in 1980, and signed by President Carter shortly thereafter. For the past decade, however, the Convention has been pending before the Senate. This hearing was part of the proceedings in which the Senate provided advice and consent on whether a treaty should be ratified. This document contains the statements and testimonies of individuals and organizations concerned about the Convention and its proposed adoption. (DB)

ED 332 912                                SO 021 310
Model Cross-Cultural Learning Programs. K-12 Program.
National Association for Foreign Student Affairs, Washington, D.C.
Pub Date—88
Note—10p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Cultural Studies, Cultural Awareness, Cultural Exchange, Foreign Culture, *Foreign Students, Global Approach, Intercultural Communication, *Intercultural Programs, International Educational Exchange, Secondary Education, *Student Exchange Programs, Study Abroad
This document is an annotated catalog of 67 projects that were awarded grants to facilitate communication and interaction between foreign students and people of the United States, to prepare U.S. students for study abroad, and to assist U.S. high school students returning from overseas in sharing their experiences by serving as resources people. The projects, administered by U.S. secondary schools and not-for-profit community groups working with high schools, are grouped according to the following categories/objectives: (1) development of skills for cultural adjustment and orientation; (2) education of foreign and U.S. students through field trips in the United States; (3) exploration of current global issues through retreats, forums, or seminars; (4) involvement of entire schools or segments of communities in projects that promote cross-cultural understanding; and (5) use of foreign students and/or returnees as educational resources. (DB)

ED 332 913                                SO 021 313
Cochrane, Susan Hill  And Others
Household Consequences of High Fertility in Pakistan. World Bank Discussion Paper Series No. 111.
World Bank, Washington, D. C.
Report No.—ISBN-0-8213-1726-1
Pub Date—90
Note—58p.
Available from—Publications Sales Unit, Department F, The World Bank, 1818 H Street, NW, Washington, DC 20433 ($15.95).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Birth Rate, *Developing Nations, Economic Factors, *Educational Opportunities, *Equal Opportunities (Jobs), *Family (Sociological Unit), Family Size, Females, Foreign Countries, Living Standards, Males, Population Trends, Public Health, Rural Urban Differences, Sex Differences

Identifiers—Fertility, *Pakistan
The theory and evidence of the consequences of high fertility in Pakistan are reviewed in this paper. Several data sets are analyzed to examine the effects of the number of children on school participation and labor participation in urban Pakistan. Other data are utilized to examine the effects of children on savings in urban and rural areas. Results show that the number of children negatively affects the schooling of girls, but not boys. The number of boys and girls in the household have differential effects on women's labor participation while female children, but not males, affect adult male's participation. Children, ages 6-15, have negative effects on rural savings, but less effect in urban areas. In general, the effects of high fertility for households in Pakistan seem more negative than in many countries. This may explain the high proportion of women who say they want no more children. Why so few of these women use contraception is more difficult to explain. (Author)

ED 332 914                                SO 021 320
Growing Up Complete: The Imperative for Music Education. The Report of the National Commission on Music Education.
Music Educators National Conference, Reston, Va.
Report No.—ISBN-0-940-796-89-9
Pub Date—Mar 91
Note—101p.
Available from—Music Educators National Conference, 1902 Association Drive, Reston, VA 22091 ($7.95).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Development, Educational Change, *Educational Philosophy, Elementary Secondary Education, Excellence in Education, *Music Education, *Role of Education, *Student Educational Objectives
This report is part of a national campaign for music education that aims to focus the nation's attention on the pressing need to include music and the other arts at the center of the school curriculum. The credo of this campaign is, "Just as there can be no music without learning, no education is complete without music." The meaning of this credo is spelled out in this report through a four-part argument. In chapter 1, "Our Culture Is Dying," the contention is made that through inattention to music and the other arts in schools, the nation is dehumanizing its own people–and particularly the children–not by design but by default. It is argued that music has intrinsic value for the learner, and that a knowledge of music is essential to an educated human being. In chapter 2, "Education Without Music," evidence is explored that music education is being pushed to the periphery in schools. Chapter 3, "Education With Music," underscores two areas of interest: first, the new, pathbreaking areas of research on the nature of intelligence and brain function that are linked to music; and second, the significant contributions that music education can make to all of education beyond its intrinsic value. Finally, in chapter 4, "Making It Happen: Mounting a National Effort," there is discussion of ways of putting the credo to work, including linking the benefits of music education to a national advocacy effort to bring music and the other arts to their basic role in U.S. education. Two appendices are included: list of witnesses before the National Commission on Music Education, and a list of endorsing and supporting organizations. (DB)

ED 332 915                                SO 021 337
American Bar Association 1991 Law Day U.S.A. Planning Guide and Resource Manual.
American Bar Association, Chicago, Ill.
Pub Date—91
Note—46p.
Available from—American Bar Association, 8th Floor, 750 North Lake Shore Drive, Chicago, IL ($3.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Citizenship Education, Elementary Secondary Education, *Law Related Education, National Programs
Identifiers—*Bill of Rights, *Law Day
The theme for Law Day U.S.A. 1991 (May 1) is "Freedom Has a Name: The Bill of Rights." This guide is designed to help interested persons plan a Law Day program. The guide includes sections on: how to plan a Law Day program; a basic low budget

Law Day package; Law Day award competitions; suggestions for locally sponsored Law Day U.S.A. award programs; American Bar Association resources; Law Day U.S.A. promotional-education-informational materials; public service award highlights; and model programs. (DB)

**ED 332 916**                    SO 021 341
*Kugler, Bernardo*
**Argentina: Reallocating Resources for the Improvement of Education. A World Bank Country Study.**
World Bank, Washington, D. C.
Report No.—ISBN-0-8213-1752-0; ISSN-0253-2123
Pub Date—91
Note—108p.
Available from—Publications Sales Unit, Department F, The World Bank, 1818 H Street, NW, Washington, DC 20433 ($7.95).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Developing Nations, Educational Administration, *Educational Development, *Educational Improvement, *Educational Policy, Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, *Resource Allocation, Tables (Data)
Identifiers—*Argentina
The socioeconomic problems that arose in Argentina during the 1980s hurt the country's education system–one that historically has been among the most advanced in the region. Resources became scarcer, and the government's expenditures for education fell below regional and other international standards. This report proposes four policies to stop the deterioration of the education sector in Argentina: (1) provide equitable access to primary education of good quality; (2) decentralize secondary education; (3) increase the relevance of higher education; and (4) allocate financial resources more equitably and cost efficiently. Programs designed to meet the objectives of these four policies are described. Several tables of data are included, as well as a 4-page bibliography listing 41 references. Twenty-one annexes provide additional statistical data. (DB)

**ED 332 917**                    SO 021 342
**The African Capacity Building Initiative: Toward Improved Policy Analysis and Development Management in Sub-Saharan Africa.**
World Bank, Washington, D. C.
Report No.—ISBN-0-8213-1735-0
Pub Date—91
Note—54p.
Available from—Publications Sales Unit, Department F, The World Bank, 1818 H Street, NW, Washington, DC 20433 ($5.95).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Developing Nations, *Developmental Programs, *Economic Development, Human Resources, International Programs, *Management Development, Modernization, National Programs, Policy Formation, Technical Assistance
Identifiers—*Africa (Sub Sahara)
The objective of the African Capacity Building Initiative is to build and strengthen local capabilities for policy analysis and development management in Sub-Saharan Africa. This report examines the nature and magnitude of the problem, which basically consists of a shortage of development management skills combined with weakness in the area of policy formation in Sub-Saharan Africa. The report describes the African Capacity Building Initiative and presents an action program designed to meet its goals. The management and operational structure of this program, whose ultimate objective is substantially improved indigenous analysis and management of Africa's economic and development processes, is outlined. (DB)

**ED 332 918**                    SO 021 344
*Hersh-Cochran, Mona S.  Cochran, Kendall P.*
**Compendium of English Language Course Syllabi and Textbooks in Health Economics.**
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Pub Date—89
Note—221p.
Available from—World Health Organization, Regional Office for Europe, Copenhagen, Denmark.

Pub Type— Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Comparative Education, Course Descriptions, *Economics Education, Foreign Countries, *Health Care Costs, Health Services, Higher Education, *Instructional Materials, *International Education, International Educational Exchange, Medical Schools, Textbooks
Identifiers—Australia, Canada, *Health Care Economics, New Zealand, United Kingdom
This document summarizes health care economics syllabi and programs in English-speaking countries according to target audience, level, and degree of intensity of health care economics training. The report is for teachers of health care economics as well as for general economists interested in this field. The first two sections examine typical syllabi and textbooks in a range of health care economics courses in the United Kingdom and the United States respectively. The third section features representative syllabi for health care economics courses taught in medical schools in six countries: England, Scotland, Canada, Australia, New Zealand, and the United States. A glossary of the more common terms in health care economics also is included. (DB)

**ED 332 919**                    SO 021 345
**Subregional Seminar on Teaching Training in Environmental Education for Asia (Serdang, Selangor, Malaysia, November 15-22, 1987). Final Report.**
Pertanian Univ. Malaysia, Selangor.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
Pub Date—88
Note—131p.; For the complete country reports, see SO 021 346.
Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Developing Nations, *Educational Development, Elementary Secondary Education, *Environmental Education, Foreign Countries, Higher Education, *International Educational Exchange, International Programs, *Teacher Education
Identifiers—*Asia (Southeast), UNESCO
The objectives of this seminar held at the Universiti Pertanian Malaysia for teacher training in environmental education were as follows: (1) to familiarize teacher educators with the content of the series of teacher training modules in environmental education prepared by the UNESCO International Environmental Education Programme (IEEP); (2) to prepare prototype environmental education units for incorporation into teacher training programs; (3) to identify institutions for local adaptation and use of teacher training modules in participating member states; (4) to identify activities and documents on teacher training in environmental education to be undertaken by IEEP at subregional, regional, and international levels; and (5) to enhance exchange of information and experience in the development of teacher training in environmental education in the subregion. The document includes a summary of the proceedings of the seminar; presentation on the UNESCO-UNEP International Environmental Education Programme (IEEP); presentation and discussion of country reports (a general summary); presentation and discussion of working documents; a brief account of prototype environmental education units developed by the seminar for incorporation into the teacher training program; a list of suggested documents and activities on the incorporation of environmental education into teacher education to be developed by IEEP at subregional and international levels; suggested methods and institutions for utilization of the modules; and a conclusion. (DB)

**ED 332 920**                    SO 021 346
**Country Reports.**
Pertanian Univ. Malaysia, Selangor.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
Pub Date—Nov 87
Note—167p.; Papers presented at the Subregional Seminar on Teacher Training in Environmental Education (Serdang, Selangor, Malaysia, Novem-

ber 15-22, 1987). For the seminar final report, see SO 021 345.
Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Development, Developing Nations, *Educational Development, Elementary Secondary Education, *Environmental Education, Foreign Countries, Higher Education, *International Educational Exchange, International Programs, *Teacher Education
Identifiers—*Asia (Southeast)
The reports from five countries participating at a seminar on teacher training in environmental education for Asia are compiled in this document. The objectives of the seminar were: (1) to familiarize teacher educators with the contents of the series of teacher training modules in environmental education prepared by the International Environmental Education Programme (IEEP); (2) to prepare prototype environmental education units for incorporation into teacher training programmes; (3) to identify institutions for local adaption and use of teacher training modules in participating Member States; (4) to identify activities and documents on teacher training in environmental education to be undertaken by IEEP at subregional, regional and international levels; (5) to enhance exchange of information and experience in the development of teacher training in environmental education in the subregion. The countries presenting reports are: Indonesia, Malaysia, Philippines, Sri Lanka, and Thailand. (DB)

**ED 332 921**                    SO 021 352
**Music Education: Rationale and Commentary. Curriculum Concept Paper.**
Oregon State Dept. of Education, Salem.
Pub Date—Nov 90
Note—17p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Core Curriculum, *Curriculum Development, Educational Objectives, Elementary Education, Elementary School Curriculum, *Music Education, Relevance (Education), *Role of Education, Student Educational Objectives
Identifiers—*Oregon
A resource of statements about the values of music in education, this paper is intended to help answer the question, "Why is it important to teach general music to children in grades K-6?" Material is quoted from several disciplines including psychology, education, music education, and the medical field. The paper is directed primarily to music educators and to administrators in Oregon who are responsible for curriculum balance in schools. (DB)

**ED 332 922**                    SO 021 358
**A Jeweler's Eye: Islamic Arts of the Book from the Vever Collection.**
Smithsonian Institution, Washington, DC. Arthur M. Sackler Gallery.
Pub Date—89
Note—54p.
Available from—Education Department, Arthur M. Sackler Gallery, Smithsonian Institution, Washington DC 20560 (includes slide set).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Aesthetic Education, Art Activities, Art Appreciation, *Art Education, *Art History, Creative Activities, *Cultural Activities, Elementary Secondary Education, Enrichment Activities, *Islamic Culture, Manuscript Writing (Hand Lettering), Painting (Visual Arts), *Poetry
Identifiers—Islam, *Islamic Art
Originally designed for use in combination with a museum visit to the Islamic Arts of the Book from the Vever Collection exhibition at the Arthur M. Sackler Gallery of the Smithsonian Institution, Washington, D.C., the document presents a teaching package about Islamic art during the late 16th-early 17th century. Themes in Islamic art addressed included the use of brilliant color, intricate details, pattern, modular structure in composition, and successive combinations of units. Slides and discussion questions show students how Islamic books, called albums, were made. Four student activities are outlined: (1) Islamic motifs and patterns that show how intricate abstract designs were made by

combining squares, rectangles, triangles, and circles; (2) how to create albums; (3) using calligraphy to write words and sentences that also form a picture; and 4) an exercise to help identify the main characteristics of Islamic poetry. The section on background information for teachers describes the five pillars of Islam, how Islamic art is defined, the importance of calligraphy, and how books have always been held in high esteem. The final section is a list of resources for obtaining further information, and programs about the Islamic world, and a suggested reading list for teachers. (KM)

**ED 332 923**                     **SO 021 359**
**The Education and Lifestyle of the Chinese Literati. Lesson Plan.**
Smithsonian Institution, Washington, DC. Arthur M. Sackler Gallery.
Spons Agency—Washington Post Co., Washington, D.C.
Pub Date—88
Note—45p.
Available from—Education Department, Arthur M. Sackler Gallery, Smithsonian Institution, Washington, DC 20560 (includes slide set).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Area Studies, Art Education, Artists, *Asian Studies, *Chinese Culture, Elementary Secondary Education, Elitism, Foreign Countries, Foreign Culture, Instructional Materials, Literature, Manuscript Writing (Handlettering), Multicultural Education, *Non Western Civilization, Painting (Visual Arts), Philosophy, Poetry, *Visual Arts, World History
Identifiers—*China, Chinese Literati
This teaching package describes the education and lifestyle of the Chinese literati, popular from the Ming to the Qing dynasties (1368-1911). It consists of four lesson plans and a teacher's guide to a slide set. The latter illustrates painting formats popular during the late Ming period (1573-1644), hanging scrolls, handscrolls, the album leaf, and the fan. The tools used to create these works are also on slides and their functions are described. The lesson plan section provides background information on Chinese literati education including: who was educated; the importance of education; the curriculum and teaching methods; and the lifestyles of the students when preparing for the civil service examinations. The curriculum consisted of five Chinese classics, four books that provided the moral rationale for an educated elite, and a set of personal values that at the same time justified the political system. One lesson describes the lifestyles of the literati after they passed the examination. Questions follow each lesson to help students discuss what they have read and to compare the Chinese literati education and lifestyle with their own. A 7-item bibliography, a resource list, and a glossary also are included. (KM)

**ED 332 924**                     **SO 021 360**
**The Noble Path: Buddhist Art of South Asia and Tibet. Teacher's Packet.**
Sierra Community Coll., Rocklin, CA. Mathematics Dept.
Spons Agency—Washington Post Co., Washington, D.C.
Pub Date—[89]
Note—73p.
Available from—Education Department, Arthur M. Sackler Gallery, Smithsonian Institution, Washington, DC 20560 (includes slide set).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Area Studies, *Art Education, Art History, Asian Studies, *Buddhism, Class Activities, Discussion (Teaching Technique), Elementary Secondary Education, Foreign Countries, Foreign Culture, Instructional Materials, Non Western Civilization, Painting (Visual Arts), *Philosophy, Religion, *Sculpture, Symbolism
Identifiers—*Asia (South), *China (Tibet), Religious Art
A teaching packet was developed in association with the exhibition, "The Noble Path: Buddhist Art of South Asia and Tibet," held at the Arthur M. Sackler Gallery, Smithsonian Institution, Washington, D.C., from October 1, 1989 to March 31, 1990. The packet aims to provide students in middle and secondary schools with introductory material on Buddhism and how the Buddhist principles were expressed in Buddhist art of South Asia and Tibet.

The packet consists of three main sections: (1) classroom discussion about the basic principles of Buddhism, including the Four Noble Truths, the Eightfold Path, and Meditation on Loving-Kindness, and designed to encourage classroom discussion among students about the philosophy of Buddhism; (2) a slide packet that introduces some key images of Buddhist art and accompanied by discussion questions highlighting the Buddhist perception of objects; and (3) an activity guide to use while viewing the exhibition to help students understand symbolism in Buddhist art. The package also contains an evaluation form, and a glossary of Buddhist terms. A list of Buddhist temples in the Washington metropolitan area is provided as well as lists of books and films related to Buddhism, South Asia, and Tibet. (KM)

**ED 332 925**                     **SO 021 361**
**Yani: The Brush of Innocence. Teacher's Activity Packet, Grades One through Five.**
Smithsonian Institution, Washington, DC. Arthur M. Sackler Gallery.
Pub Date—[89]
Note—81p.
Available from—Education Department, Arthur M. Sackler Gallery, Smithsonian Institution, Washington, DC 20560 (includes slide set).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Aesthetic Education, *Art Appreciation, *Art Education, Artists, *Childrens Art, Chinese Culture, Creative Activities, *Cultural Activities, Early Childhood Education, Elementary Education, Enrichment Activities, Manuscript Writing (Handlettering), Painting (Visual Arts), *Poetry
Identifiers—*Wang (Yani)
This document presents a teaching package designed to introduce students in grades one through five to Chinese painting methods and equipment. Prepared in conjunction with an exhibition of paintings by child prodigy Wang Yani titled "The Brush of Innocence," the package consists of a teacher's activity plan unit, a slide set of art works by Wang Yani, an activity book for children, and a teacher evaluation form. The package is organized into five sections: (1) an introduction to the artist Wang Yani; (2) slides and discussion material about Wang Yani's paintings and the four treasures of the Chinese artist's studio (the inkstand, the inkstone, brush, and paper); (3) activities of students; (4) background information about Chinese painting for teachers; and (5) a list of places that sell Chinese painting materials. All but one of the slides presents works by Wang Yani who painted them between the ages of five and eleven years old. Classroom activities are organized into two sections: the four treasures of the scholar's studio; and painting and poetry. A variety of accessories common to the scholar's table also are described: water droppers, inkstick stands, paperweights, brush rests, brush washers, and chops that are carved name seals. Art activities for students include writing with a Chinese brush, identifying a student's four treasures, discussion and activities about the three major genres of Chinese painting, making a clay mountain brush rest, making a personal seal, and designing a handscroll. (KM)

**ED 332 926**                     **SO 021 369**
*Turkovich, Marilyn And Others*
**Omiyage. 1990 Revised Edition.**
Report No.—ISBN-0-930141-37-7
Pub Date—90
Note—220p.
Available from—World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Area Studies, Asian Studies, Cultural Activities, *Cultural Education, Elementary Secondary Education, Foreign Countries, *Foreign Culture, Global Approach, Instructional Materials, *Japanese, Learning Activities, Social Studies
Identifiers—*Japan, *Japanese Culture, Japanese People
A workbook for learning about Japan, its people, and its culture through a broad exploration of the Japanese language is presented. The aim of the book is not to teach the student to speak Japanese; language is used primarily as a vehicle for teaching about Japanese culture. The book is divided into six chapters: (1) A world of words: imports and exports; (2) Breaking the code: Japanese reading and writing;

(3) It's a matter of meaning: Japanese manners; (4) Kotowaza (proverbs and sayings); (5) Food for thought: the nature of food; and (6) Oasobi (games and songs). Each chapter has background information and activities. In addition, there are some extra sections included in each chapter: tape listening, historical notes, cultural notes, and updates. The workbook can be used independently, in small groups, or with an entire class. It can be made available in a learning center in its entirety or it can be disassembled and parts of it used to supplement a program of study on Japan or the Japanese language. (DB)

**ED 332 927**                     **SO 021 370**
**Asia Today: An Atlas of Reproducible Pages. 1991 Revised Edition.**
World Eagle, Inc., Wellesley, MA.
Report No.—ISBN-0-930141-40-7
Pub Date—91
Note—193p.
Available from—World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181 ($26.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Area Studies, *Asian Studies, Atlases, Demography, Elementary Secondary Education, Foreign Countries, Geographic Regions, Global Approach, Graphs, *Human Geography, Maps, Resource Materials, *Social Studies, Tables (Data)
Identifiers—*Asia, *Oceania
This document presents illustrative maps, tables, and graphs that depict several features of Asia and Oceania including: size, population, resources, commodities, trade, languages, religions, ethnic groups, cities, land use, food and agriculture, health, schooling, jobs, energy, industry, demographic statistics, aspects of government, and overviews of the national economies. Numerous individual country maps also are included. (DB)

**ED 332 928**                     **SO 021 408**
*Patrick, John J.  Leming, Robert S.*
**How To Teach the Bill of Rights.**
B'nai B'rith, New York, N.Y. Anti-Defamation League.; ERIC Clearinghouse for Social Studies/- Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-88464-135X
Pub Date—91
Contract—RI88062009
Note—114p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship Education, *Constitutional History, *Constitutional Law, Curriculum Development, Democratic Values, Educational Resources, History Instruction, *Law Related Education, Learning Strategies, Secondary Education, Secondary School Curriculum, Social Studies, Teaching Methods, *United States History
Identifiers—*Bill of Rights, Supreme Court, *United States Constitution
Directed to secondary school teachers of history, government, and civics, this book is designed to fit common educational objectives in secondary school curriculum guides that call for teaching and learning about the United States Constitution and Bill of Rights. The volume is intended to encourage careful reading, analysis, and classroom discussion of primary documents and legal case studies on Bill of Rights issues in U.S. history and contemporary society. The book is divided into seven chapters. Chapters 1 and 2 introduce the contents and meaning of the Federal Bill of Rights and provide a rationale and guidelines for teaching about constitutional rights and liberties. Chapters 3-6 include background knowledge and insights about the making of the Bill of Rights, key civic values in the Bill of Rights, the role of the Supreme Court in protecting constitutional rights, and Bill of Rights issues in five landmark cases of the Supreme Court. Teachers should draw upon the chapters of this volume to develop lesson plans and learning activities for their secondary school courses in history, civics, and government. Teachers will be able to use the substance of chapters 3-6 in their implementations of 12 lesson plans included in these chapters. Chapter 7 of this volume is a guide to resources for teachers on the Bill of Rights. It includes a select annotated bibliog-

raphy of various kinds of teaching and learning materials including video programs, poster sets, case study books, mock trial simulations, and handbooks with various types of lesson plans and teaching strategies. The appendices in this volume include the complete text of the U.S. Constitution and an annotated table and index of Supreme Court cases mentioned or discussed in chapters 1-7. (DB)

**ED 332 929**                    SO 021 409
*Patrick, John J.*
**Teaching the Responsibilities of Citizenship. ERIC Digest.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-3
Pub Date—Apr 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Citizenship Responsibility, Civics, Civil Liberties, Civil Rights, Democratic Values, Elementary Secondary Education, Parent Participation, Public Affairs Education, Student Educational Objectives, *Teaching Methods, *Values Education
Identifiers—ERIC Digests
Education for citizenship in a constitutional democracy has been a long-standing goal of schools in the United States. To achieve this goal, students must learn their civil rights and responsibilities in a free society. This ERIC Digest discusses: (1) the importance of teaching about the responsibilities of citizenship; (2) deficiencies in learning about responsible citizenship; (3) how to improve learning about responsible citizenship at home; (4) how to improve learning about responsible citizenship at school; and (5) where to obtain information and materials about how to teach responsible citizenship. (Author)

**ED 332 930**                    SO 021 411
*Patrick, John J.*
**Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-2
Pub Date—Apr 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Core Curriculum, *Educational Assessment, Educational Change, Elementary Secondary Education, Futures (of Society), Knowledge Level, *Low Achievement, Standards, Student Educational Objectives, *Student Evaluation
Identifiers—ERIC Digests, National Education Goals 1990
In February 1990, the President of the United States and the 50 state governors proclaimed a set of six national goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most people have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This digest addresses one of the six national goals: "By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." (Author/DB)

**ED 332 931**                    SO 021 413
*Jones, John A., Jr. And Others*
**Sugar Cane: A Bitter-Sweet Legacy. A Study of the Disappearing African-American Worker on the Sugar Cane Plantations in Southern Louisiana.**
Orleans Parish School Board, New Orleans, La.
Pub Date—90
Note—94p.

Available from—New Orleans Public Schools, 1815 St. Claude Avenue, New Orleans, LA 70116 ($50.00 including video tape).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Agricultural Laborers, Agricultural Production, *Black History, Black Studies, Elementary Secondary Education, *Instructional Films, Interdisciplinary Approach, Learning Activities, *Local History, Resource Materials, Student Educational Objectives, Study Guides
Identifiers—*Louisiana, *Sugarcane
This resource/study guide is designed to accompany the instructional video, "Sugar Cane: A Bitter-Sweet Legacy," which explores the significance of cultivating, harvesting, and refining sugar cane. It is also a brief study of the disappearing African-American workers on the sugar cane plantations in southern Louisiana. Seven main ideas are captured in the film, which takes an interdisciplinary approach by incorporating objectives and activities from social studies, science, mathematics, language arts, art, music, and vocational education. The guide also includes sections dealing with the main ideas, the historical background, narration script for the video, a timeline, content outline, a glossary, and a 32-item bibliography. An appendix features maps, puzzles, a pre- and post-test (and answers), and a number of poems. (DB)

**ED 332 932**                    SO 030 086
*Martin, Roberta, Ed. And Others*
**Contemporary Japan: A Teaching Workbook. Third Edition Revised.**
Columbia Univ., New York, N.Y. East Asian Inst.
Spons Agency—United States-Japan Foundation.
Report No.—ISBN-0-913418-10-2
Pub Date—88
Note—728p.; For related documents, see ED 323 133, SO 030 140-144, and SO 030 151-152.
Available from—East Asian Curriculum Project, Columbia University, East Asian Institute, 420 W. 118th St., New York, NY 10027.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors—*Asian Studies, Elementary Secondary Education, Foreign Countries, *Foreign Culture, Instructional Films, Instructional Materials, International Relations, Japanese, Japanese American Culture, Japanese Americans, Learning Activities, Resource Materials, Social Studies, Teaching Methods
Identifiers—*Japan, *Japanese Culture, Japanese Studies
Designed to supplement and enliven standard textbook presentations of Japan, this workbook, through student exercises, seeks to answer some of the most common questions U.S. students have about Japan and its people. Classes exploring only one aspect of Japan as well as those seeking an integrated picture of Japan's traditional culture and contemporary society are encouraged to use the workbook. The exercises in the introductory section are suggested as approaches to beginning class discussion. Teachers can then proceed to any of the topical sections that follow: geography, language, religion, traditional history, modern history, society, government and politics, economy and trade, defense and foreign policy, literature, drama, culture, and arts. Each section has an introduction noting how the exercises within that section relate to one another or to points developed in other sections of the workbook. Materials on the Japanese American experience also are included. (DB)

**ED 332 933**                    SO 030 129
*Arnheim, Rudolf*
**Thoughts on Art Education. Occasional Paper 2.**
Getty Center for Education in the Arts, Los Angeles, CA.
Report No.—ISBN-0-89236-163-8
Pub Date—89
Note—67p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Art Education, Cognitive Processes, Curriculum Development, Educational Philosophy, *Educational Psychology, Educational Theories, Elementary Secondary Education, Intelligence, Intuition, Learning Processes, *Learning Theories, *Role of Education, Student Educational Objectives, Teaching Methods, Values, *Visual Arts
The relationship between psychology and the arts, and the role of the arts in the educational process

are explored. The proposition put forth argues that the sensory system is a primary resource in cognitive life. The relationship of intuition to intellect, of how the whole and its constituent qualities relate, also is explored. The forms of representation artists and art students have access to inexorably shape the content of their work. The educational process too often has thwarted natural human abilities. Art education, however, can and should have a crucial role in fostering these abilities. (DB)

**ED 332 934**                    SO 030 130
**Roundtable Series II. Proceedings Report.**
Getty Center for Education in the Arts, Los Angeles, CA.
Pub Date—88
Note—158p.; For a related document, see SO 030 133.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Art Criticism, *Art Education, Art Expression, Art History, *Artists, *Curriculum Development, *Educational Philosophy, Elementary Secondary Education, *Fine Arts, Museums, Visual Arts
Identifiers—*Discipline Based Art Education, Getty Center for Education in the Arts
This report documents the proceedings from the second series of regional roundtable discussions sponsored by the Getty Center for Education in the Arts. These roundtables were established to provide a forum in which people could discuss aspects of Discipline-Based Art Education (DBAE). The topics of these roundtables were as follows: Roundtable I (Philadelphia, Pennsylvania, November 13, 1987), "The Roles of the Art Specialist in Discipline-Based Art Education" (Kellene Champlin; Mary Erickson); Roundtable II (Milwaukee, Wisconsin, April 22, 1988), "The Roles of the Museum Educator in Discipline-Based Art Education" (Danielle Rice; Lee Devereux); and Roundtable III (Tulsa, Oklahoma, May 6, 1988), "The Roles of the Artist-in-the-Schools in Discipline-Based Art Education" (Joseph Goldyne; Richard Bell). Each roundtable was attended by approximately 40 invited guests, including art educators, educational leaders, school administrators, museum educators, artists, arts administrators, and others. Following the two keynote speakers, roundtable participants subsequently engaged in day-long discussions and made recommendations for more effective strategies to strengthen art education in the nation's schools. The book contains a foreword by Leilani Duke, executive summaries and reports on each roundtable session. Two appendices are included, one supplies the complete addresses of the keynote speakers; the other lists all the participants who attended the three roundtables. (KM)

**ED 332 935**                    SO 030 131
**Education in Art: Future Building. Proceedings of a National Invitational Conference. (Los Angeles, California, February 2-4, 1989).**
Getty Center for Education in the Arts, Los Angeles, CA.
Pub Date—Feb 89
Note—173p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Art Education, Artists, *Curriculum Development, Educational Change, *Educational Philosophy, *Educational Research, Educational Technology, Educational Trends, Elementary Secondary Education, *Fine Arts, Higher Education, Inservice Teacher Education, Multicultural Education, Preservice Teacher Education, Program Development, *Student Evaluation, Teaching Methods, Visual Arts
Identifiers—*Discipline Based Art Education, Getty Center for Education in the Arts
The proceedings consisted of 3 days of discussion, exploration, and debate concerning the future of art education in U.S. schools. Day 1 began with a welcome by Leiliani Lattin Duke, followed by John Brademas' keynote address on "The Arts and Their Teaching: Prospects and Problems." The general session address by Mr. A. Graham Down concerned "Art Education for a New Generation." On Day 2 there were two general session addresses: "Discipline-Based Art Education: Moving from Theory to Practice" by Stephen Mark Dobbs, and "The Politics of Art Education" by Stephen S. Kaagan. Bruce Newlin responded to the latter address. District panel summaries of 17 school districts and regional institutes that have implemented a "discipline-based" approach to teaching art also were pres-

ented. "Meet the Expert" workshops were conducted and the topics included: strengthening preservice and inservice teacher education, curriculum development, multicultural aspects, student assessment, educational technology, how to identify DBAE curricula, and the role of art specialists, artists-in-schools, and museum educators in DBAE. Day 3 consisted of a general session on "Art Education and Society," by Luis A. Jimenez, Jr., Leon Whiteson, and Ronald Young, and a luncheon address by Joan Adams Mondale on "The Arts and the Three Rs: An Essential Partnership." Appendices listing the conference speakers, district panel presenters, and the advisory committee are included. (KM)

**ED 332 936**      SO 030 133
**Beyond Creating: Roundtable Series.**
Getty Center for Education in the Arts, Los Angeles, CA.
Pub Date—[86]
Note—104p.; For a related document, see SO 030 130.
Pub Type— Collected Works - Proceedings (021)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—Academic Education, *Aesthetic Education, *Art Criticism, *Art Education, Art Expression, Art History, Creative Expression, *Curriculum Development, *Educational Philosophy, Elementary Secondary Education, *Sequential Approach
Identifiers—*Discipline Based Art Education, Getty Center for Education in the Arts
This report documents the proceedings from a series of four regional roundtable discussions sponsored by the Getty Center for Education in the Arts. Representatives including arts educators, educational leaders, school administrators, artists, elected officials, and arts organization members were brought together to discuss practical aspects of the arts. The purpose of these meetings was to gather feedback from specialists who were asked to read and react to the paper "Beyond Creating: The Place for Art in America's Schools" that introduced the concept of discipline-based art education. The topics of the roundtables were as follows: Roundtable I: "Academic Rigor and the Development of Written, Sequential Curricula for Discipline-Based Art Education"; Roundtable II: "The Role of the Art Education Advocate"; Roundtable III: "The Place for Creative Expression in a Discipline-Based Art Education Curriculum"; and Roundtable IV: "Resources–Financial and Administrative–for a Discipline-Based Art Education Program." The report contains a foreword by Leilani Duke, an introduction, and executive summaries of each roundtable session. An average of forty invited guests attended each of the roundtables and the main body of the document reflects their comments at each proceeding. An appendix is included that lists all of the participants at the four roundtables. (KM)

**ED 332 937**      SO 030 140
*Gluck, Carol And Others*
**Japan in a World Cultures Social Social Studies Curriculum: A Guide for Teachers.**
Columbia Univ., New York, N.Y. East Asian Inst.
Report No.—ISBN-0-913418-12-9
Pub Date—89
Note—32p.; For related documents, see ED 323 133, SO 030 086, SO 030 141-144, and SO 030 151-152.
Available from—East Asian Curriculum Project, Columbia University, East Asian Institute, 420 West 118th Street, New York, NY 10027.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—Area Studies, Course Content, Course Descriptions, Course Organization, *Curriculum Development, *Educational Resources, Foreign Countries, *Global Approach, *Grade 9, Instructional Materials, Junior High Schools, Secondary Education, Social Studies
Identifiers—*Japan
The goal of the East Asian Curriculum Project (EACP) of Columbia University is to support education on Asia at the secondary and elementary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators in designing units about Asia for teachers. Each packet contains brief resource lists along with the locations and names of resource centers dealing with a specific country or area. This document on Japan is designed for the ninth grade and is based on

a 4-week unit of 15 to 20 class lessons focusing on 6 themes: (1) cultural borrowing/Japanization of foreign ways; (2) social closeness and the primacy of society; (3) relations between the inward and outward economy; (4) inclination toward political and social stability; (5) pursuit of change/preservation of cultural values; and (6) Japan and the world. The sections include: (1) the physical/historical setting of Japan; (2) dynamics of change (modernization); (3) contemporary nations and cultures (postwar Japan); (4) economic development in Japan; and (5) Japan in global context. A timeline and maps are also included as well as an extensive list of audio-visual resources on Japan. (NL)

**ED 332 938**      SO 030 141
*Martin, Roberta, Ed. Tsunoda, Elizabeth P., Ed.*
**Elementary Level Resources on Japan.**
Columbia Univ., New York, N.Y. East Asian Inst.
Report No.—ISBN-0-913418-17-X
Pub Date—89
Note—18p.; For related documents, see ED 323 133, SO 030 086, SO 030 140-144, and SO 030 151-152.
Available from—East Asian Curriculum Project Columbia University, East Asian Institute, 420 West 118th Street, New York, NY 10027.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—Annotated Bibliographies, Area Studies, Class Activities, Course Content, Course Descriptions, Course Organization, *Curriculum Development, *Educational Resources, Elementary Education, Foreign Countries, *Global Approach, Instructional Materials, Junior High Schools, *Social Studies, Videotape Cassettes
Identifiers—*Japan
The East Asian Curriculum Project (EACP) of Columbia University is a national project whose goal is to support education on Asia at the secondary and elementary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators in designing units about Asia for teachers. Each packet contains brief resource lists along with the locations and names of resource centers dealing with each country or area. This document on Japan contains materials appropriate for grades one through nine. The teaching units are centered on the use of videocassettes prepared by the Asia Society to introduce children to daily life in Japan. (NL)

**ED 332 939**      SO 030 142
*Martin, Roberta, Ed. And Others*
**China in a World Cultures Social Studies Curriculum: A Guide for Teachers.**
Columbia Univ., New York, N.Y. East Asian Inst.
Report No.—ISBN-0-913418-13-7
Pub Date—89
Note—41p.; For related documents, see ED 323 133, SO 030 086, SO 030 140-144, and SO 030 151-152.
Available from—East Asian Curriculum Project, Columbia University, East Asian
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—Audiovisual Aids, *Audiovisual Instruction, *Curriculum Development, *Educational Resources, Foreign Countries, *Global Approach, Grade 9, Instructional Materials, Secondary Education, *Social Studies
Identifiers—*China, *Heart of the Dragon
The goal of the East Asian Curriculum Project (EACP) of Columbia University is to support education on Asia at the secondary and elementary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators in designing units about Asia for teachers. Each packet contains brief resource lists along with the locations and names of resource centers dealing with each country or area. This document follows the New York Schools curriculum for the ninth grade and is based on a four-week unit of 15-20 class lessons focusing on six themes: (1) national identity and China's cultural tradition; (2) agriculture and population–the agrarian dilemma in China's modernization; (3) family and state–patterns of hierarchy and paternalism; (4) the perfectibility of man and the moral role of government; (5) relationship between the individual and society; and (6) predominance of commercial over industrial development. The subjects covered are: (1) the physical/historical

setting of China; (2) dynamics of change (modernization); (3) contemporary China; (4) economic development in China; and (5) China in global context. A timeline and maps also are included. This document is based on a television documentary series on China, "The Heart of the Dragon," originally presented on public television. (NL)

**ED 332 940**      SO 030 143
*Martin, Roberta, Ed.*
**Elementary Level Resources on China.**
Columbia Univ., New York, N.Y. East Asian Inst.
Report No.—ISBN-0-913418-18-8
Pub Date—89
Note—16p.; For related documents, see ED 323 133, SO 030 086, SO 030 140-144, and SO 030 151-152.
Available from—East Asian Curriculum Project, Columbia University, East Asian Institute, 420 West 118th Street, New York, NY 10027.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—Annotated Bibliographies, Area Studies, Course Content, Course Descriptions, Course Organization, *Curriculum Development, *Educational Resources, Elementary Education, Foreign Countries, *Global Approach, Instructional Materials, Secondary Education, Social Studies
Identifiers—*China
The East Asian Curriculum Project (EACP) of Columbia University is a national project whose goal is to support education on Asia at the secondary and elementary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators in designing units about Asia for teachers. Each packet contains brief resource lists along with the locations and names of resource centers dealing with each country or area. This document on China contains bibliographic resource materials appropriate for grades 5 through 8, but is adaptable for grades 1 through 12, and includes general teaching units on topics such as art, language and literature, festivals, celebrations, and cultural activities. (NL)

**ED 332 941**      SO 030 144
**Highly Recommended Audio-Visual Resources on China.**
Columbia Univ., New York, N.Y. East Asian Inst.
Pub Date—89
Note—30p.; For related documents, see ED 323 133, SO 030 086, SO 030 140-143, and SO 030 151-152.
Available from—East Asian Curriculum Project, East Asian Institute, Columbia University, 420 West 118th, New York, NY 10027.
Pub Type— Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors—*Asian Studies, *Audiovisual Aids, Audiovisual Instruction, *Curriculum Development, *Educational Resources, Elementary Secondary Education, Foreign Countries, *Global Approach, Instructional Materials
Identifiers—*China, *Heart of the Dragon
The East Asian Curriculum Project (EACP) of Columbia University is a national project whose goal is to support education about Asia at the elementary and secondary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators to design units about Asia for use in the classroom. This packet identifies 11 videotape programs dealing with China for elementary or secondary use. The document also contains a teaching guide for using material from "Heart of the Dragon," a 12-part public television program on China. This series covers the topics of remembering, eating, living, believing, caring, marrying, mediating, working, correcting, creating, understanding, and trading. A 46-item bibliography concludes the document. (NL)

**ED 332 942**      SO 030 147
*Nucho, Leslie Schmida, Ed.*
**Arab World Almanac. Volume 1, Numbers 1-3, 1989-90.**
America-Mideast Educational and Training Services, Inc., Washington, DC.
Pub Date—90
Note—56p.; Published three times a year.
Available from—AMIDEAST, 1100 17th St., N.W., Washington, DC.
Journal Cit—Arab World Almanac; v1 n1-3 Fall,

Win, Spr 1989-1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Arabs, Area Studies, *Cross Cultural Studies, Educational Resources, Environmental Education, Foreign Countries, Foreign Culture, *Global Approach, Instructional Materials, *International Studies, Learning Activities, *Middle Eastern Studies, Multicultural Education, Secondary Education, Social Studies, Teaching Methods
Identifiers—*Arab States, Jordan
A curriculum resource developed to help high school teachers provide their students with information about the Arab world is presented in the first three issues of this "periodical educational resource." The publication's regional focus is designed to encourage in students a multicultural perspective and increased knowledge of the global community. Each issue focuses on a specific topic, providing background information as well as a lesson plan, classroom activities and exercises, discussion questions, and reproducible materials for student use. The first issue is entitled, "Who Are the Arabs?" The second is "The Environment and Arab Society." The third is entitled "Political Development in the Arab World: Jordan Comes of Age." (DB)

**ED 332 943**                    SO 030 151
*Lewis, Linda   Linton, Stephen*
**Approaches to Teaching about Korea in a World Cultures Social Studies Curriculum. A guide for Teachers.**
Columbia Univ., New York, N.Y. East Asian Inst.
Report No.—ISBN-0-913418-15-3
Pub Date—89
Note—16p.; For related documents, see ED 323 133, SO 030 086, SO 030 140-144, and SO 030 152.
Available from—East Asian Curriculum Project, Columbia University, East Asian Institute, 420 West 118th St. New York, NY 10027.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Area Studies, *Asian Studies, Curriculum Development, Elementary Secondary Education, Foreign Countries, *Global Approach, Instructional Materials, Social Studies, Teaching Guides, Teaching Methods
Identifiers—*Global Education, *Korea
Korea, a country of major significance within the East Asian culture sphere, is also a country of historical and contemporary importance to the United States. Divided in 1945 into two zones, the North and the South, the communist northern sector became a formidable economic and military power, while the phenomenal growth of the southern sector's economy has made South Korea a Third World development success story, and the economic and cultural ties between the United States and South Korea continue to grow. This teaching guide suggests approaches for teachers who, although unable to devote an entire unit to the study of Korea, may wish to include Korea in a unit on East Asia. The guide contains three sections: (1) Korea–cultural transformer and transmitter; (2) Korea–vortex of conflict; and (3) Korea–division and reunification (South Korea, modern economic power; North Korea, bastion of communism and self-reliance; reunification, the common dream). A timeline and maps of the country are also included. (DB)

**ED 332 944**                    SO 030 152
*Bresnan, John*
**Approaches to Teaching about Southeast Asia in a World Cultures Social Studies Curriculum. A Guide for Teachers.**
Columbia Univ., New York, N.Y. East Asian Inst.
Report No.—ISBN-0-913418-16-1
Pub Date—89
Note—25p.; For related documents, see ED 323 133, SO 030 086, SO 030 140-144, and SO 030 151.
Available from—East Asian Curriculum Project, Columbia University, East Asian Institute, 420 West 118th St., New York, NY 10027.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Area Studies, *Asian Studies, Elementary Secondary Education, Foreign Countries, *Global Approach, Instructional Materials, International Studies, Social Studies, *Teaching Guides, Teaching Methods, World History

Identifiers—*Asia (Southeast), Global Education
Approaches to teaching about Southeast Asia are presented in this guide, with a special focus on the relationship between this region of the world and the United States. The guide's eight sections include: (1) Introduction: Southeast Asia and America Since 1492; (2) Where Is Southeast Asia; (3) Americans in Southeast Asia; (4) Southeast Asians in the United States; (5) People of Southeast Asia; (6) Politics in Southeast Asia; (7) Southeast Asia in the Larger World; and (8) The Future in United States-Southeast Asia Relations. Three maps included in an appendix depict the countries, languages, and religions of Southeast Asia. (DB)

**ED 332 945**                    SO 030 173
*Mills, Karen M.   Porter, Gloria J.*
**Summary Characteristics of the Black Population for States and Selected Counties and Places: 1980. Supplementary Report. 1980 Census of Population.**
Bureau of the Census (DOC), Suitland, Md. Population Div.
Report No.—PC80-S1-21
Pub Date—Jan 87
Note—78p.; For related documents, see SO 030 174 and SO 030 180.
Available from—U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Blacks, *Census Figures, Demography, Federal Programs, Human Geography, *Population Distribution, *Population Trends, Statistical Analysis, Statistical Data, Tables (Data)
Identifiers—*Census 1980
Socioeconomic data are presented for the Black population from the 1980 census for the United States as a whole, for regions, divisions, states, selected counties, and places. Data are shown for counties and places with 50,000 or more Blacks, places of 1,000 or more total population with a Black population of 50 percent or more, and all counties with a Black population. Tables of statistical data and textual analysis of the data comprise the body of the report. An appendix in which definitions and explanations of the concepts and categories used in the report is provided as well as an appendix that examines the accuracy of the data. This document will be of interest to educators because of the information it provides on the educational attainment levels of a significant segment of the population throughout the United States as well as for other demographic data of relevance to the teaching of sociology. (DB)

**ED 332 946**                    SO 030 174
**Ancestry of the Population by State: 1980. Supplementary Report.**
Bureau of the Census (DOC), Suitland, Md. Population Div.
Report No.—PC80-S1-10
Pub Date—Apr 83
Note—90p.; For related documents, see SO 030 173 and SO 030 180.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110) — Reference Materials (130)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Census Figures, Demography, Ethnic Groups, *Ethnic Origins, Federal Programs, Human Geography, *Population Distribution, Statistical Analysis, Statistical Data, Tables (Data)
Identifiers—*Census 1980
Information from the 1980 U.S. Census concerning population size and geographic distribution of more than 100 ancestry groups in the United States is presented in this unique reference report. The general ancestry question was based on self-identification, provided no prelisted categories, and allowed for one or more ancestry responses. This was the first census to collect ethnic data on persons regardless of the number of generations removed from their country of origin. The report states that ethnic questions based on self-identification are subject to certain response problems. A section describing limitations on the 1980 census data on ancestry is included. The results of the 1980 census show that English and German were the most frequently reported ancestry groups. This document will be of

interest to educators because it provides baseline ancestry figures for a large number of ancestry groups for each state of the United States. These figures may be extrapolated for school populations. Tables of statistical data comprise the body of the report. Definitions and explanations of the various concepts and categories used in the report are provided. An appendix in which the accuracy of the data is examined is also included. (DB)

**ED 332 947**                    SO 030 180
*Hollmann, Frederick W.*
**United States Population Estimates, by Age, Sex, Race, and Hispanic Origin: 1980 to 1988.**
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date—Jan 90
Note—106p.; For related documents, see SO 030 173-174.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Journal Cit—Current Population Reports; Series P-25 n1045 Jan 1990
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Age Groups, *Census Figures, Chronological Age, Demography, *Ethnic Groups, Ethnic Origins, Federal Programs, Hispanic Americans, Human Geography, *Population Distribution, *Population Trends, *Sex, Statistical Analysis, Statistical Data
Annual estimates of the population of the United States by single years of age to 100, sex, race, and Hispanic origin are presented in this report. Total population figures for the Asian and Pacific Islander population, as well as the American Indian, Eskimo, or Aleut populations also are represented. Estimates for each year from July 1, 1980 to July 1, 1988 are included. Estimates are shown for the total population including Armed Forces overseas, the resident population, and the civilian population. Monthly population estimates are provided for January 1, 1950 to January 1, 1989. Tables of statistical data with related textual commentary comprise the body of the report. The interest of this report to educators can be exemplified in one of the report's highlights: "The population of elementary school age, 5 to 13 year, declined early in the decade, then began to grow again. The 1985 population of this group was a 25-year low, yet the July 1, 1988 population of this age group is slightly higher than its 1980 population." (DB)

**ED 332 948**                    SO 030 228
*Mei, Dolores   And Others*
**The Young Diplomats Program 1983-84/1988-89. OREA Report.**
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Pub Date—Jul 90
Note—65p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Choice, Curriculum Development, Elementary Secondary Education, Foreign Countries, High Schools, Instructional Materials, *International Educational Exchange, Interviews, *Participant Satisfaction, Program Effectiveness, *Program Evaluation, Questionnaires, Social Studies, Surveys
The Young Diplomats Program (Y.D.P.) is an international exchange program between the New York City Public School System and several foreign countries. Students in grades K through 12, but largely in grades 8 through 12, participate in student exchanges or pen-pal programs. This publication describes the program and examines the organization and the types of pre- and post-exchange activities involved, and provides a career profile of the participants, their perceptions of their effectiveness; and their perceptions of the impact of the program. A total of 545 students who had participated in the program were surveyed, and of these 211 responded. In regard to the characteristics of the participants, it was found that they were professionally oriented, collegebound, self-directed individuals. They reported that the exchange program affected them in positive and life-lasting ways, influencing important aspects of their decision-making about college and occupational futures. Most participants felt more confident in themselves, more knowledgeable about international concerns, and more culturally sensitive as a result of their experience. (NL)

**ED 332 949** SO 030 279

*Waks, Leonard J. And Others*

[Ethics and Values in] Science, Technology, and Society Education: Working Papers.

National Science, Technology and Society Network, University Park, PA.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—89

Note—89p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Development, Discussion, Elementary Secondary Education, Ethics, School Community Relationship, *Science and Society, Science Education, Teaching Methods, *Technology, *Values Education

This document consists of four papers that provide a handbook on ethics/values education and its place in STS (Science, Technology and Society). The handbook addresses basic issues in ethical theory, the place of ethics and values in the STS curriculum format, the conduct of ethics and values discussions in the classroom, and the appropriate relations between the school district and the local community on values-related activities in STS instruction. "The Responsibility Cycle" (Leonard J. Waks) develops an STS curriculum format based on the definition of the STS education prepared by the Science, Technology and Society Project. "Ethical Concepts and Theories for STS" (Deborah G. Johnson) surveys the most important ethical theories and demonstrates their application to STS issues. "School–Community Relations for Ethics and Values in STS Education" (Leonard J. Waks) presents 10 guidelines for schools to follow in building community acceptance and support for values-related activities in STS education. "Using Discussion to Explore Values and Develop Positions on STS Issues" (James S. Leming) presents a method for selecting STS issues for instruction, preparing for classroom discussion of these issues, managing the discussion, and evaluating the discussion as an instructional activity. (DB)

**ED 332 950** SO 030 416

*Roedding, Gary R.*

Using Computer Assisted Instruction To Improve Student's Performance Skills in Social Studies.

Pub Date—Jun 90

Note—74p.; M.S. Practicum, Nova University. Program listing printed scroll-fashion on p.61-66, without page breaks.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Software, *Computer Uses in Education, Drills (Practice), Learning Activities, *Learning Problems, Low Achievement, Secondary Education, Skill Development, *Social Studies, Student Improvement, *Teaching Methods, United States Government (Course), United States History, World History

One of the problems that teachers face in a knowledge-based social studies curriculum is the diversity of academic levels in a given class. The low level learner gets lost in the rush to cover the material and keep the interest of the other students. This project implemented a computer drill and practice program for those students who consistently scored low on tests in government, world history, and U.S. history. The students used the program during 2 units or 3 times a week for about 30 minutes. The program reviewed in a drill card format pertinent facts that the students would see on tests or quizzes. The objective of the program was to increase the student's performance skills in class review and on the curriculum tests. The results seemed to indicate that there was an increase in the performance skills of those students using the program although not as much increase as had been desired. The students in the target groups scored higher on their tests and most of them demonstrated increased review time participation. Appendices include Ehman and Glenn's questions on computer activities, files available to drill, a screen display from the program, instructions used with the program, and the student's record sheet. (Author)

# SP

**ED 332 951** SP 030 305

*Tykociner, Joseph T.*

Outline of Zetetics. A Study of Research and Artistic Activity.

Pub Date—88

Note—229p.; The bulk of this document was written in 1966; the introductory material bears a 1988 publication date.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Classification, *Cluster Analysis, *Cognitive Structures, *Curriculum Development, *Developmental Continuity, *Epistemology, *Intellectual Disciplines, Program Development, Research Methodology, Research Utilization

Identifiers—*Zetetics

The focus of this document is upon zetetics, the science of research and artistic activity, and its role: to study the origin, growth, and transitions of human knowledge as a whole. The choice and allocation of subject matter within the curriculum is one of the central domains of expertise required of the general curriculum specialist. No matter how curriculum content is conceived or incorporated into the curriculum, the body of accumulated knowledge found in the established disciplines and fields of study associated with formal inquiry needs to be explored. In a comprehensive attempt to identify and order the "totality of recorded systematized knowledge," this document lays out 12 distinct areas in which research and creative activity have been built up and made available. Detailed discussions are presented on the following topics: (1) Zetegeny–the emergence and growth of the arts and sciences as an evolutionary process; (2) Taxilogy–developing an inventory of the zetetic system of knowledge and methods of detecting gaps in knowledge; (3) Problematology–the selection and formulation of problems; (4) Zetesis–the ability needed to do research and creative activities; and (5) General Methodology–the methods of research and terminology common to all disciplines. (JD)

**ED 332 952** SP 031 021

*Hasenstab, Joseph K. Wilson, Connie Corcoran*

Training the Teacher as a Champion.

Report No.—ISBN-0-9621766-0-5

Pub Date—89

Note—171p.

Available from—Performance Learning Systems Inc., 224 Church St., Nevada City, CA 95959 ($17.95, including shipping and handling).

Pub Type— Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Communication Skills, Learning Strategies, *Persuasive Discourse, *Role Models, Staff Development, *Teacher Effectiveness, Teacher Improvement, *Teaching Skills, *Theater Arts

This book, which is based on the premise that teaching is basically a performing art, focuses on the issues involved in training teachers to become excellent performers. The book's 15 chapters describe how teacher can, through demonstration and coaching by other expert teachers, learn the generic skills and performing moves of exceptional teachers, and outlines how alert district administrators are already providing the necessary skill-training to teachers toward this end. The subject of educational finances is also discussed, with attention to ways that taxpayer's money could be better spent toward effective teaching practices. (JD)

**ED 332 953** SP 031 224

*Gall, Meredith D. Borg, Walter R.*

Educational Research. A Guide for Preparing a Thesis or Dissertation Proposal in Education. Fifth Edition.

Report No.—ISBN-0-8013-0385-0

Pub Date—[89]

Note—141p.

Available from—Longman, Inc., Order Dept., 95 Church Street, White Plains, NY 10601 Stock No. 78164-6 ($44.25).

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Doctoral Dissertations, *Educational Research, Higher Education, *Masters Theses, Research Design, Research Methodology, *Research Proposals

This guide is designed to assist sutdents in preparing a masters thesis or a doctoral dissertation. Part 1 describes the process of preparing a "mini" dissertation proposal, intended to familiarize the student with the dissertation process early in their doctoral

program. Part 2 presents examples of dissertation prosposals for: (1) a laboratory experiment; (2) a descriptive/correlational study; (3) a field-based quasi-experiment; and (4) a qualitative research study. (JD)

**ED 332 954** SP 031 258

*Grebner, Florence D. And Others*

Are We a Profession? An Emerging Profession?

Pub Date—89

Note—35p.; Papers prsented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 20-23, 1989).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, Admission Criteria, Athletics, *Credentials, *Health Education, *Physical Education, *Professional Recognition, Teacher Certification

An introduction by Florence D. Grebner setting the discussion topic in context and three substantive papers on the future for professionalism within the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) form the body of this document. The first of the substantive papers, entitled "Are We a Profession? An Emerging Profession" by Diane B. Walker, addresses questions on the benefits of professionalizing, barriers, trends, and costs. The second, "Ten Lessons from the Health Education Credentialing Experience" by Elaine M. Vitello, discusses the process of credentialing professionals in the health education field. The third paper, "The Past, Present, and Possible Future of Credentialing in Sport and Physical Education" by Earle F. Ziegler discusses the status of sport and physical education as professions, and concludes that they have historically been and continue to be perceived as emerging professions. (JD)

**ED 332 955** SP 032 287

*McCormick, Kathaleen*

A Director's Handbook for Parental Involvement. Chapter I.

Delaware State Dept. of Public Instruction, Dover.

Pub Date—Mar 90

Note—101p.; Some appended materials may not reproduce well.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Education, Home Instruction, Mathematics Instruction, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Reading Improvement

This handbook was written to help implementation of Delaware Public Law 100-297, Title I, Elementary and Secondary Education Program Reauthorized. It provides a step-by-step guide for fulfilling the six goals for parental involvement: (1) to inform parents of participating children of the reasons for participation in such programs, and the specific instructional objectives and methods of the program; (2) to support parental efforts, including training parents to work with their children in the home and to understand the program requirements, and training parents and teachers to work together; (3) to train teachers and other staff to work effectively with the parents of participating pupils; (4) to consult with parents concerning the manner in which they and the school can better work together and to give parents a feeling of partnership in their children's education; (5) to provide a comprehensive range of opportunities for parents to become informed of all facets of the program; and (6) to ensure opportunities for the full participation of parents who lack literacy skills or whose native language is not English. A substantial appendix includes handouts, letters, surveys, workshop agendas, and other related materials. (JD)

**ED 332 956** SP 033 002

*Andrews, Sharon Vincz Wheeler, Patricia J.*

Tracing the Effects of Reflective Classroom Practice.

Pub Date—30 Nov 90

Note—10p.; Paper presented at the Annual Meeting of the National Reading Conference (Miami, FL, November 30, 1990).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Cooperating Teachers, Cooperative Learning, Elementary Secondary Education, Higher Education, Language Arts, *Methods Courses, Preservice Teacher Ed-

ucation, Social Studies, *Student Teachers, *Teacher Attitudes, *Teacher Role, Teaching Methods, *Theory Practice Relationship, *Whole Language Approach
Identifiers—Reflective Teaching

Through the analysis of qualitative data from journals, interviews, class reflection, and classroom dialogue, two language arts methods instructors traced the effects of their college methods courses on student teachers and first year teachers. They investigated the students' willingness to use strategies they had tried and seen demonstrated in their college methods courses, which strategies they tried and why, and what course learnings were "washed out" by classroom experience. Starting with a sample of students in their junior year (N=72), the instructors gathered and analyzed data through the constant comparative method. The themes which emerged were: the buoying effect of learning teams (in the methods courses) on students' willingness to try and use strategies, categories of cooperating teachers' responses to student teachers with strong holistic belief systems, and categories of student teacher attitudes in regard to their own developing role as school teachers. (Author/IAH)

ED 332 957                          SP 033 010
Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Full Report, with Commentary.
Public Health Service (DHHS), Rockville, Md.
Report No.—(PHS)91-50213
Pub Date—91
Note—845p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - General (140)
EDRS Price - MF05/PC34 Plus Postage.
Descriptors—Acquired Immune Deficiency Syndrome, Adolescent Development, Alcohol Education, Child Development, Communicable Diseases, Drug Education, *Health Education, *Health Promotion, *Mental Health, Nutrition, Physical Fitness, *Physical Health, *Public Health, Tobacco, Venereal Diseases
Identifiers—*Health for All by the Year 2000, *Public Health Service

This report has been published in two volumes (combined here). Volume One (162 pages) is a summary report, repeating part 1 of the complete report, selected appendices, and the index to the list of objectives. Volume Two (700 pages) is the complete report, including all appendices. This report provides a strategy for significantly improving the health of the nation during the 1990s. The document identifies 300 specific health objectives in 22 priority areas such as fitness, nutrition, tobacco, maternal and infant health, cancer, cardiovascular disease, human immunodeficiency virus (HIV), immunization, and environmental health. It also focuses on high-risk populations and age groups. The report is divided into 2 parts: Part 1, entitled "Healthy People 2000," contains 6 sections (an introduction, age groups, special populations, goals for the nation, priorities for health promotion and disease prevention, and shared resposibilities) and 3 appendixes (lists of objectives, contributors, and lead agencies); Part 2, "National Health Promotion and Disease Prevention Objectives," contains 6 sections (health promotion, health protection, preventive services, surveillance and data systems, age-related objectives, and special population objectives) and appendixes on mortality objectives and recommendations of the U.S. Preventive Services task force. Educators can choose from the objectives to address their highest health priorities for children. Some examples of education related goals are: children's health; child development; and developmental problems. (LL)

ED 332 958                          SP 033 032
Lockwood, Anne Turnbaugh
Authentic Assessment.
National Center for Effective Schools Research and Development, Madison, WI.
Pub Date—Mar 91
Note—18p.
Journal Cit—Focus in Change (Newsletter of the National Center for Effective Schools); v3 n1 Mar 1991
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Curriculum Development, Educational Change, Educational Objectives, Elementary Secondary

Education, Interprofessional Relationship, Program Development, *Program Implementation, Staff Development, *Student Evaluation, *Teacher Role, *Teaching Methods
Identifiers—*Authentic Assessment

Authentic performance assessments–when used simultaneously with matching curricular practices–are a promising development for practitioners and students alike. A major benefit for practitioners appears to be the opportunity to redefine the curriculum and guide instruction. Benefits for students include the opportunity to engage in authentic work and receive feedback that speaks directly to their capabilities. This newsletter presents stories of practitioners at two suburban schools who decided to change their curricular and assessment practices to encompass authentic assessment and authentic instruction. Instruction in both schools had to be shifted from curricular practices that emphasized coverage of large amounts of material within a prescribed time frame, to in-depth situations in which students are encouraged to develop problem-solving and higher-order thinking abilities. An example of revised assessment criteria is included: "Scoring System for Fifth Grade Performance Assessment at Mark Twain Elementary School, Littleton, Colorado." Selected criteria which guide school staff planning of authentic curriculum units at Urbandale High School in Urbandale, Iowa, are also included. (IAH)

ED 332 959                          SP 033 034
Crow, Nedra A.
Personal Perspectives on Classroom Management.
Pub Date—Apr 91
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Case Studies, *Classroom Techniques, *Discipline Policy, Higher Education, Intermediate Grades, Negative Attitudes, Preservice Teacher Education, Role Perception, *Schemata (Cognition), *Self Concept, Teacher Education Programs, Teacher Student Relationship

This study was conducted to investigate factors that contribute to the development of classroom management and discipline problems for novice teachers. A case study of Marilyn, a 45-year-old beginning teacher, guided the research, along with observation, interviews, journal writing, and autobiographical information. Marilyn viewed herself as a rescuer and the classroom as a haven. She had no image of herself as a classroom manager and disciplinarian. During student teaching, she failed to learn the importance of classroom management and effective, consistent rules. During her first year of teaching, Marilyn was not able to cope with discipline and adopted the conservative, custodial norms of the school rather than her preferred humanistic approach. She completed her first year confused, frustrated, anxious, lost, discouraged, and perplexed. The implications of this study for teacher education programs are: to strengthen a novice's role identity as a disciplinarian, and to expose preservice teachers to classroom situations in which they learn to identify with firm classroom management. Beginning teachers with classroom discipline problems will more likely burn out and leave the profession than those of their peers with instructional or curriculum concerns. (LL)

ED 332 960                          SP 033 035
Madsen, Anne L. And Others
A New Professional Role for Junior High School Science and Mathematics Teachers.
Pub Date—7 Apr 91
Note—73p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College School Cooperation, Collegiality, Inservice Teacher Education, Instructional Innovation, Junior High Schools, *Mathematics Instruction, *Science Instruction, *Staff Development, *Teacher Role, Teaching Methods, *Teaching Styles
Identifiers—American Federation of Teachers, Michigan State University, *Science and Mathe-

matics Support Teacher Program, Toledo Public Schools OH
The Science and Mathematics Support Teacher Program (SMSTP) is a collaborative project of the College of Education at Michigan State University, the American Federation of Teachers, and the Toledo Public Schools. The goals of the program are to increase teachers' science and mathematics knowledge, improve instructional practices, and prepare teachers to conduct staff development activities in their schools with their colleagues. It requires a new staff development model containing components of three other staff development models: the developmental model, linking-agent model, and peer-coaching model. To assess the impact of SMSTP on learning and instruction over 2.5 years, observation, interview, survey, and documentation of curriculum change data were collected. Analysis of survey, interview, and documentation data suggests that the support teachers (N=8) had changed their thoughts about instruction and learning and had created their own unique roles as support teachers. The results and analysis of the data are presented and discussed. Appendixes include: "Reading List for Science and Mathematics Support Teachers"; "Teaching Style Inventory" and partial results of the inventory; "Selected Science and Mathematics Support Teacher Interviews"; "Analysis of Individual Support Teacher Interviews"; and "Changes in the Science and Mathematics Support Teacher Curriculum." (IAH)

ED 332 961                          SP 033 051
Gans, Gian Hetzel, Barbara A.
Classroom Activities in Nutrition in Teenage Pregnancy. Bulletin No. 91140.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Department of Agriculture, Washington, D.C.; Department of Education, Washington, DC.
Pub Date—90
Note—170p.
Available from—Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adolescents, Class Activities, *Infants, Interest Inventories, *Mothers, *Nutrition Instruction, Physical Health, *Pregnant Students, Secondary Education, State Curriculum Guides
Identifiers—Fast Foods, *Nutrition Education Program, Postnatal Influences, Prenatal Care, *School Age Parents, Wisconsin

The lessons developed in this guide were designed for pregnant teenagers and teenage parents enrolled in the Wisconsin School-Age Parent (SAPAR) Program. The lessons can also be adapted for use in non-SAPAR courses such as family and consumer education, health, and language arts. The guide has eight chapters: Introduction (a preliminary lesson reviewing elementary concepts in nutrition and two survey sheets, "My Nutrition Interests" and a "Starter Survey," for the teacher to evaluate which of the 18 lessons would be most appropriate to teach in a particular class); Nutrients; Specific Wellness Issues; Making Smart Consumer Choices; Postpartum Nutrition in Teenage Pregnancy; Basic Food Groups: Nutrition for all Teenagers; Resources; and Appendixes. Lessons 1-13 (in Chapters 2-5) present diverse nutritional topics for pregnant teenagers, including prenatal and postnatal issues for mother and infant. Lessons 14-18 discuss nutrition for all teenagers. Activities supplement each lesson; the resource chapter includes a broad range of publications, films, and filmstrips. The three appendixes contain a food composition table, a fast food composition table, and answers to the introductory surveys and the puzzles included in the body of the document. (LL)

ED 332 962                          SP 033 052
Crabtree, Robert D.
Special Considerations in Historical Research of Leisure of Ancient Societies.
Pub Date—91
Note—26p.
Pub Type— Reports - Descriptive (141) — Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ancient History, Definitions, *Leisure Time, Life Style, *Modern History, Recreation, *Social Science Research, Work Ethic
Identifiers—*Historical Influences, *Leisure Atti-

tudes

Although the scope of this article is ancient history, many of the same issues and questions, such as the impact of leisure upon our contemporary society remain within the focus of the study. History has for its subject human nature, and the record of what has been thought, said, and done. In the study of leisure of ancient societies, thoughts, quotations, and actions contribute to its understanding. Even though proper historical research techniques are utilized, a problem arises since the word leisure does not exist within many ancient cultures. This presents the problem of how to study such a society. A technique of research is discussed which applies a definition and conceptual model of leisure, based upon our current understanding, to the literature of an ancient society. A conceptual model is utilized as a means of comparing contemporary thinkers as a standard for the societal view. This technique reveals the similarities, differences, and patterns of a certain concept of the ancient society to the contemporary understanding of leisure. (Author/LL)

**ED 332 963** SP 033 057

Moschetti, Marilou

**What's New: Acquatic Stabilization: Aquatic Rehabilitation Strategies for the Lumbar Spine and Risk Management for the Aquatic Therapist.**

Pub Date—3 Apr 91

Note—18p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Francisco, CA, April 2-6, 1991).

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Exercise Physiology, Health Promotion, Higher Education, *Human Posture, Pain, *Physical Therapists, *Rehabilitation, *Therapeutic Recreation

Identifiers—Aquatic Centers, *Hydrotherapy, *Risk Management

Through dynamic aquatic stabilization techniques, patients will develop the ability to characterize sensory distractions and develop self-awareness and sensitivity to movement in the water, which will relate directly to improved motor function. Aquatic therapy is a systematic method of treatment, with programs developed by a licensed physical therapist, used to improve the patient's ability to learn lifelong exercise skills. If patients do not learn to distinguish one state of feeling from another, they may be left merely to repeat the same patterns of dysfunctional movements again and again. Aquatic stabilization skills are taught in a supervised surrounding and in an instructional manner. They are intended to correct posture, while increasing strength, flexibility, range of motion, and endurance, for a lifespan wellness program. Aquatic therapists must consider minimizing their liability by prevention and education. Two appendixes provide an illustration of the Nachemson Studies on both everyday and exercise positions and on training needed for supervising aquatic exercise and aquatic therapy. (Author/LL)

**ED 332 964** SP 033 060

Baker, Judith A.

**Homophobia in Health Education: Implications for Practice.**

Pub Date—6 Apr 91

Note—11p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Francisco, CA, April 2-6, 1991).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acquired Immune Deficiency Syndrome, Adolescents, Curriculum Development, Females, *Health Education, Higher Education, *Homosexuality, Males, Sex Education, *Social Bias, Suicide, Textbook Bias

Identifiers—*Homophobia

The impact of homophobia on health education practice has received little attention until recently. As a profession, health educators have not yet adequately addressed lesbian and gay health issues. This paper defines homophobia and discusses the consequences of homophobia in health education and implications for practice. The health education needs of lesbians and gays are seldom met as a consequence of homophobia. Areas of particular relevance to health educators include heterosexual bias in sexuality education curriculum and textbook context, AIDS education, hate violence, adolescent suicide, and health education research on lesbian and

gay topics. Strategies for eliminating homophobia include professional development of health educators and curriculum change at the university level. Fourteen references are included. (IAH)

**ED 332 965** SP 033 063

Greer, Harvey

**A Middle School Activities Program That Works.**

Pub Date—[91]

Note—8p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Activities, Enrichment Activities, Group Activities, Intermediate Grades, Junior High Schools, *Middle Schools, Program Effectiveness, Recreational Activities, School Activities, *Self Esteem, *Student Development, *Student Participation, *Teacher Participation

Identifiers—Activity Structures, Kansas, Middle School Students, *Participation Education

Middle school students need to develop self-esteem, flexible and inquiring minds, relatively close human relationships, and a sense of belonging and purpose or usefulness. This paper discusses an effective middle school activities program at the Leawood Middle School in Leawood, Kansas, which helps meet these identified needs. The Leawood program includes the following components: an advisor/advisee program coupled with public service projects (60 projects underway); student government; interschool athletics; drill team; cheerleading; performing arts; an intramural program; and the PACE (Participatory Activities Create Enjoyment) program. PACE, which is described in detail, combines the components of a school club program with a formal school academic competition program and offers activities that are age level appropriate. All students are involved for a minimum of 25 minutes on every Friday morning of the school year. The activities have proven to be educationally beneficial and participatory in nature. They enhance self-confidence and, in low-stress situations, enable the students to learn about teamwork and the importance of cooperation and mutual support. (LL)

**ED 332 966** SP 033 064

Marchant, Gregory J.

**Small Group Goal Structures and College Student Interactions.**

Pub Date—Apr 91

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Cooperative Learning, *Goal Orientation, *Group Discussion, Higher Education, Student Educational Objectives, *Time on Task, Undergraduate Students

Identifiers—Ball State University IN, Observational Studies

This observational study was conducted to investigate the nature of individual interactions within groups. The research has demonstrated that cooperative learning groups can lead to improved achievement and more positive attitudes. The time-on-task research has suggested that increasing the time a student interacts with information or materials increases the amount a student is likely to learn. The present study demonstrated that a cooperative goal structure facilitates verbal interactions and appropriate behavioral interactions. Undergraduate educational psychology students (N=44) were involved in small group work using case studies. The usual rewrite option for assignments was changed to create differing goal structures. The students either: rewrote the assignment after the small group time (individual), rewrote the assignment together as a small group (cooperative), or discussed the assignment without a rewrite option. The cooperative groups demonstrated more appropriate behaviors and more verbal behaviors. However, the effects of the cooperative goal structure did not appear to be maintained into the discussion group, which demonstrates that the effects of a cooperative goal structure are not maintained when the goal structure changes. (Author/LL)

**ED 332 967** SP 033 065

Grow-Maienza, Janice

**Teacher Education and the Role of External Actors: Four Case Studies.**

Pub Date—7 Apr 91

Note—32p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Change Agents, *Degree Requirements, *Educational Change, Elementary Secondary Education, *Extended Teacher Education Programs, Higher Education, Preservice Teacher Education, *Teacher Education Curriculum

Identifiers—Austin College TX, *Knowledge Base for Teaching, Northeast Missouri State University, University of Florida, University of New Hampshire

The interplay of institutional reform efforts and the role of external actors (public officials and agencies, private sector entities) have brought about changes in teacher education programs, e.g., fifth-year program innovations. A naturalistic case study approach was used to investigate structural and substantive changes in four extended teacher education programs that had made structural changes in the past 5-17 years. Each program moved from a 4- to a 5-year plan, increased academic requirements and field experiences, and made stronger connections to the client schools. From analysis of the data some generalizations can be made: (1) those programs that have changed and prevailed have demonstrated change in curriculum grounded on a well articulated knowledge base; and (2) the curriculum changes reflect a major change in priorities due to an interaction of internal and external actors and circumstances. The results of the case studies demonstrate that the impetus for change comes from a change in priorities, but that the interrelationships between the various publics may ultimately predict the direction of teacher education in a given institution. Five graphs and a bibliography are attached. (AMH)

**ED 332 968** SP 033 066

Maclean, Rupert, Ed. McKenzie, Phillip, Ed.

**Australian Teachers' Careers. Teachers in Society.**

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-86431-077-3

Pub Date—91

Note—308p.

Available from—Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Victoria 3122, Australia ($32.95).

Pub Type— Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Aging in Academia, *Career Ladders, *Career Planning, Catholic Schools, Economic Status, Elementary Secondary Education, Foreign Countries, Private Education, Professional Recognition, *Promotion (Occupational), Public Education, Rural Education, *Teacher Characteristics, *Teachers, *Teaching (Occupation), Women Faculty

Identifiers—Australia (Victoria), Australian Council for Educational Research

This book focuses on career patterns and promotion of Australian school teachers. Following an introduction by the editors, the book is divided into 4 parts: Part 1, entitled "Understanding Teachers' Careers" includes 2 chapters: (l) "Teachers' Careers: A Conceptual Framework" (Rupert Maclean); and (2) "Teachers' Work: A Perspective on Schooling," consists of 3 2, "Contexts of Australian Teachers' Careers," consists of 3 chapters: (3) "Profile of the Australian Teaching Force" (Phillip McKenzie); (4) "Teachers and Economic Policy" (Gerald Burke); and (5) "Spencer Button: A Centenary Tribute to the Careers of State School Teachers" (Andrew Spaull). Part 3, "Issues and Concerns," includes 6 chapters: (6) "Women Teachers' Careers?" (Shirley Sampson); (7) "Teachers in Rural Schools" (Bob Meyenn, Ron Sinclair, and Don Squires); (8) "Age and the Teaching Career" (Geoff Howse); (9) "Teachers' Careers in Independent Schools" (David Campbell); (10) "Teachers' Careers in Catholic Schools" (Don Christie and Paula Smith); and (11) "Career Behaviour and Perceptions of Promoted Teachers" (Rupert Maclean). Part 4, "Proposals for Reform," includes two chapters: (12) "Career Planning and the Teaching Service: Problems and Policy Issues" (John Pederson); and (13) "Reforming the Teaching Career: A (Personal) Trade Union Perspective" (David Tonkin. The final chapter is a conclusion by the editors entitled "Some Policy and Research Issues." (LL)

**ED 332 969** SP 033 067

**Cooperative Learning–Part 2: The Classroom Teacher.**
Kansas Association for Supervision and Curriculum Development.
Pub Date—90
Note—112p.; For part 1, see ED 326 505.
Journal Cit—Kansas ASCD Record; v8 n4 Fall 1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Class Activities, *Classroom Techniques, *Cooperative Learning, Educational Games, *Educational Principles, Elementary Secondary Education, Lesson Plans, Literature, Mathematics Instruction, Preschool Education, Problem Solving, Science Instruction, Second Language Instruction, Social Studies, *Teaching Methods
The articles in this volume are written primarily by classroom teachers who share their experiences and offer practical examples of cooperative learning activities. Lesson and unit plans, games, group projects, samples of student work, worksheets, and evaluation forms are included, as well as cooperative learning activities for several grade levels and subject areas. The following articles are included: "Dealing with Misunderstanding in the Cooperative Classroom"; "A Teacher's Point of View"; "Cooperative Learning and Early Childhood"; "Cooperative Learning After One Year"; "Cooperative Learning in the Middle School Social Studies Classroom"; "Teamwork Can Make It Happen in Eighth-Grade Mathematics"; "STAD: Student Teams–Achievement Division"; "TAI Math"; "Science Investigation through Cooperative Learning"; "Collaboration in the Study of a Novel"; "Group Investigation"; and "Cooperative Learning and Creative Thinking." (IAH)

---

**ED 332 970**   SP 033 069
*Hughes, Phillip, Ed.*
**Teachers' Professional Development. Teachers in Society Series.**
Australian Council for Educational Research, Hawthorn.
Report No.—ISBN-0-86431-071-4
Pub Date—Feb 91
Note—154p.
Available from—Customer Services, Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, 3122. $3.00 freight and handling charges prepaid for orders ($30.00 or less).
Pub Type— Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Administrators, Curriculum Development, Distance Education, Educational Policy, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, Foreign Countries, Government Role, *Inservice Teacher Education, *School Administration, Secondary School Teachers, *Teacher Attitudes, Teacher Evaluation, Teacher Improvement, *Teaching (Occupation), *Theory Practice Relationship
Identifiers—Australia, Australian Council for Educational Research, Reflective Teaching
This book is the first in a series on teachers and teaching, a result of the Australian Council for Educational Research program of research on teachers. The theme, teachers in society, has been constructed around three broad areas: the context of teaching, teacher education, and teachers' work. The book is divided into 8 chapters as follows: (1) "A Reappraisal of Professional Development for Teachers" (Phillip Hughes); (2) "Teacher Development: Achievements and Challenges" (Cherry Collins); (3) "The Dependence of Teacher Development on Teacher Evaluation" (Michael Scriven); (4) "Teacher Development and the Teacher" (Bob Conners); (5) "Teaching, Teacher Thinking and Teacher Development" (Bevis Yaxley); (6) "Individual and Group Reflection as a Basis for Teacher Development" (John Baird); (7) "Distance Education and Teachers' Professional Development" (Terry Evans and Daryl Nation); and (8) "Government Policy for the Future Development of Teachers" (Ray Costello). Each chapter is supported by a list of references, and a general guide to further reading is supplied. (LL)

---

**ED 332 971**   SP 033 070
*Chapman, Patrick*
**Survey of First- and Third-Year Teachers and Their Supervisors, 1990.**
Colorado State Dept. of Education, Denver.
Pub Date—Oct 90

Note—50p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teachers, Elementary School Teachers, Elementary Secondary Education, Evaluation Criteria, Feedback, Higher Education, Preservice Teacher Education, *Program Effectiveness, Program Evaluation, *Schools of Education, Secondary School Teachers, State Surveys, Teacher Education Programs, *Teacher Effectiveness, *Teacher Evaluation, Teacher Supervision
Identifiers—*Colorado
This report presents the 1990 results of the survey of Colorado first- and third-year teachers (N=1,520) and their supervisors as mandated by the Colorado Teacher Certification Act of 1975. The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs. Teachers rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated their teachers' performance of these components based on requirements of the district standards. The components rated were: knowledge of subject matter, knowledge and utilization of teaching/learning theories, planning and organization of curriculum and instruction, classroom management, teaching techniques and communication of instructional material, assessment, communication and cooperation with parents and office staff, professionalism and management of general responsibilities, and communication with students. Over 90 percent of rated teachers met district standards in each area with the exception of classroom management and relationship with students. Teachers, too, felt that preparation in these domains was inadequate. The appendixes contain tables summarizing the 1988 and 1990 ratings of adequacy of program preparation by teacher- and supervisor-respondents and the supervisor and teacher 1990 survey forms. (LL)

---

**ED 332 972**   SP 033 072
*Easley, Jack   Sekita, Kazuhiko*
**Transition from Peer Group Dialogue to Traditional Schooling: Six Longitudinal Case Studies.**
Pub Date—Apr 91
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Case Studies, Conventional Instruction, *Cooperative Learning, Elementary Education, Interviews, Longitudinal Studies, *Mathematics Instruction, *Peer Groups, Problem Solving, *Science Instruction, Teaching Methods
Using small groups with a cooperative class structure is useful and effective for children's active learning. However in this study, with one exception, six children who had experienced peer group dialogue as the principal means of mathematics and physical science instruction for 2 years (third and fourth grades) from a single teacher demonstrated lower levels of academic achievement, less enthusiasm for mathematics and science, and less positive learning attitudes during 3 subsequent years (fifth, sixth, and seventh grades) of exposure to traditional instruction. The third and fourth grade teacher of the six students, using a technique known as DIME (Dialogues In Methods of Education), applied small group problem solving in her class. This report includes a description of this teacher's use of peer dialogue (small group discussion) in mathematics and science and an interview with this teacher, focusing on her reactions to her former students' difficulties in making the transition to traditional instruction. Case study reports on each of the six pupils are given, featuring results of interviews with these students. A copy of the instrument used to collect teachers' assessment of the six pupils' performance, attitudes, and work habits is included. (IAH)

---

**ED 332 973**   SP 033 075
*MacCallum, Judith A.*
**Teacher Reasoning and Moral Judgement in the Context of Student Discipline Situations.**
Pub Date—Apr 91
Note—18p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Discipline, Foreign Countries, High Schools, Inservice Teacher Education, *Moral Development, *Moral Values, *Secondary School Teachers, *Student Behavior, Student Responsibility, Student Rights, Teacher Role, *Value Judgment
Identifiers—Australia (Western Australia), Moral Judgment Task (Piaget)
This study was conducted to investigate the moral development of teachers, their reasoning about student discipline incidents, and whether a teacher's own moral development might affect desired student outcomes. An inservice course on student discipline entitled "Managing Student Behavior: A Whole School Approach to Discipline" (MSB) was offered at two secondary schools in Perth, Australia. The course, based on the premise that students are to take responsibility for their own behavior, focused on the enhancement of teacher strategies and skills necessary for the development of students' rights and responsibilities. Such techniques as student participation in the formulation of rules, and sanctions connected with violations were stressed. The 27 subjects of the study were interviewed, before and after attending the MSB class, about 4 hypothetical school discipline incidents. It was determined that teachers' moral judgment was related to various aspects of discipline and, therefore, that more attention needs to be paid to the development of teachers' moral judgment during education courses. The educational program could include the presentation and discussion of theories of moral development, challenging teachers to address the moral issues inherent in the teaching/learning environment. (LL)

---

**ED 332 974**   SP 033 077
*Scheirer, Elinor A.*
**Becoming an Expert Teacher in Informal Primary Education.**
Pub Date—91
Note—29p.; Supported in part by a grant from the University of North Florida's Training and Service Institute.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*British Infant Schools, Career Development, Elementary Education, Foreign Countries, Inservice Teacher Education, *Interprofessional Relationship, Interviews, Mentors, *Open Education, Oral History, Peer Influence, Preservice Teacher Education, *Professional Development, Role Models, Teaching (Occupation), *Teaching Experience
Identifiers—England, *Primary Schools (United Kingdom)
This paper discusses the development of the professional careers of a group of experienced and expert primary teachers (N=11) in England who share a commitment to informal primary education, a teaching approach that emphasizes first-hand experiences in learning along with integration of content areas of curriculum. During unstructured and intensive interviews using the techniques of oral history and ethnography, the expert teachers described their perceptions of the influences that shaped their professional histories. The interview data suggest how successful teachers view their own professional development. Analysis of the data indicates several themes that can inform educators as they structure both preservice and inservice teacher education programs. Findings suggest that continuing conversations with expert teachers about how they have developed their personal practical knowledge about children, curriculum, teaching, learning, and professional growth can further the education of future teachers. (LL)

---

**ED 332 975**   SP 033 083
*Weisbender, Leo   And Others*
**Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.**
Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.
Report No.—LAUSD-Pub-No.-531
Pub Date—Jun 89
Note—257p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Beginning Teacher Induction, Colle-
giality, Elementary Secondary Education, *Fac-
ulty Development, Faculty Mobility,
*Interprofessional Relationship, *Mentors, Pro-
gram Effectiveness, Program Evaluation, Teacher
Improvement, *Teacher Persistence, Teacher
Qualifications, Teacher Retirement, Work Envi-
ronment
Identifiers—*California Mentor Teacher Program,
*Los Angeles Unified School District CA
Since 1984, the Los Angeles Unified School Dis-
trict (LAUSD) has been operating the California
Mentor Teacher Program (MTP), initiated and sup-
ported by the state, to give special help to new or
inexperienced teachers and encourage competent
teachers to continue teaching. The study reported in
these two volumes evaluated program effectiveness
and the extent of goal attainment. Participants in
the study were 336 mentors and their principals in
240 schools, and 638 of their mentees; 18 directors
of elementary and secondary instruction; and 46
retirees in the Priority Staffing Program serving 46
schools. Data were collected through the use of
questionnaires and personnel records. Volume 1 re-
ports the answers to 6 of 7 research questions deal-
ing with number of mentor transfers, retention rates,
MTP services, district personnel attitudes, program
participants' rating of MTP assistance, and match-
ing of mentors and mentees. Volume 2 answers
question 7 on retention rates of MTP participants
and nonparticipants. Volume 1 concludes that the
majority of teachers who have participated in the
MTP since spring 1984 have remained in the teach-
ing profession and in LAUSD. Volume 2 suggests a
high rate of teacher retention in both participating
and nonparticipating groups. Gender did not play a
major role in retention rates but ethnicity did. The
goals of the program were met, but there is still
room for improvement. Volume 1 appendixes pro-
vide participants' comments and the survey instru-
ments. Volume 2 appendixes present guidelines for
making adjustments to mentor teacher program im-
plementation, as well as 15 data tables. (LL)

ED 332 976                                    SP 033 084
*Sparks, William G., III  Stinson, William J.*
**Promoting Self-Responsibility and Decision Mak-
ing with At-Risk Students.**
Pub Date—Apr 91
Note—28p.; Paper presented at the Annual Meet-
ing of the American Alliance for Health, Physical
Education, Recreation and Dance (San Francisco,
CA, April 2-6, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior Development, *Behavior
Problems, Decision Making Skills, Elementary
Secondary Education, *High Risk Students, *Hu-
manistic Education, Individualized Instruction,
Self Concept, Self Control, Social Development,
*Student Adjustment, *Student Responsibility,
Teacher Responsibility, *Teacher Student Rela-
tionship
At-risk students who exhibit disruptive behavior
need opportunities to fit into the traditional school
setting. Teachers need to employ a progressive, co-
operative approach in which these students are
helped to acknowledge that their behavior is unac-
ceptable. The profile of an at-risk student might in-
clude the following characteristics: hostility, few
goals, expulsions from school, academic inferiority,
transiency, and low self-concept. Teachers must un-
derstand the importance of feelings and create an
atmosphere of open communication, honesty, and
trust in order to foster in at-risk students an attitude
of responsibility for their own actions and a willing-
ness to bear the consequences for misbehavior.
These youngsters must be given opportunities for
success; they must learn that misbehavior is not ben-
eficial and that cooperation is a more rewarding
experience. Teachers can aid in building self-re-
sponsibility skills by: building self-esteem, building
decision-making skills, rewarding responsible be-
havior, encouraging students to be accountable, in-
cluding students in decision making, always
showing respect, praising students' efforts, estab-
lishing achievable goals, assessing students' skills
individually, and offering individualized instruc-
tion. (LL)

ED 332 977                                    SP 033 087
*Wax, Anne S.  Dutton, Margaret M.*
**The Relationship between Teacher Use of Cooper-
ative Learning and Teacher Efficacy.**
Pub Date—4 Apr 91

Note—45p.; Paper presented at the Annual Meet-
ing of the American Educational Research Asso-
ciation (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-
Meeting Papers (150) — Tests/Questionnaires
(160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Coopera-
tive Learning, *Educational Environment, *Edu-
cational Innovation, Elementary Education,
Elementary School Teachers, Higher Education,
*Individual Power, Inservice Teacher Education,
*Self Efficacy, Socialization, Staff Development,
*Teacher Expectations of Students, *Teacher Stu-
dent Relationship, Trust (Psychology)
Identifiers—Oregon
This study was conducted in 1989 in a suburban
school district in Oregon for the purpose of deter-
mining the impact of high, medium, and low usage
levels of cooperative learning on teacher efficacy.
Elementary school teachers in the district were en-
gaged in a staff development training program for
teaching cooperative learning in the classroom. This
type of learning includes helping, communicating,
encouraging, teaming and supporting, with the
teacher acting as model. Elementary classroom
teachers (N = 129, a 71% response rate) responded
to a questionnaire which gathered information
about an independent variable, the amount of class-
room time spent in cooperative learning situations
within a week's time, and its effects on teacher effi-
cacy. Results indicated that teachers using the high-
est level of cooperative learning experienced the
highest levels of efficacy, power, confidence in
working with students, and willingness to innovate.
Since this study is exploratory, suggestions are
made for further investigation through experimental
designs. The survey form is appended. (LL)

ED 332 978                                    SP 033 088
*Tamir, Pinchas*
**What Benefits Can Be Derived from the Involve-
ment of Student Teachers in Research? Effective
Introduction of Research into Preservice
Teacher Education.**
Pub Date—Apr 91
Note—11p.; Paper presented at the Annual Meet-
ing of the American Educational Research Asso-
ciation (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Research, Elementary
Secondary Education, Foreign Countries, Higher
Education, Methods Courses, Preservice Teacher
Education, Research Utilization, *Student Re-
search, *Student Teachers, Teacher Education
Curriculum, *Theory Practice Relationship
Identifiers—Israel
Preservice teachers need to be prepared for their
roles as researchers and consumers of research.
Four ways by which methods instructors can inter-
est preservice teachers in research are: (1) selecting
potentially useful findings and publishing them in
journals of interest to prospective teachers; (2) as-
signing analysis of research papers; (3) creating situ-
ations which provide opportunities for citing and
applying research findings; and (4) involving stu-
dents in research. The benefits derived from involv-
ing student teachers in research increase when the
whole methods class focuses on the same topic.
"Shadowing" a pupil for a whole term, including
participation in the pupil's classes, interviews with
the pupil and with significant others (teachers,
peers, parents), and examining samples of school
work have proved to be useful techniques. The pa-
per is based on reports submitted by 20 biology
student teachers, half Jewish and half Arab. Benefits
are classified in terms of the types of knowledge
(e.g., pedagogical, curricular, pupil characteristics)
gained by carrying out the research. (IAH)

ED 332 979                                    SP 033 089
*Brody, Celeste M.  Hill, Leslie Rennie*
**Cooperative Learning and Teacher Beliefs about
Pedagogy.**
Pub Date—4 Apr 91
Note—45p.; Paper presented at the Annual Meet-
ing of the American Educational Research Asso-
ciation (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-
Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cooperative Learning, *Educational
Principles, Elementary Secondary Education,
Epistemology, Inservice Teacher Education, In-

struction, *Instructional Innovation, Locus of
Control, *Teacher Attitudes, *Teacher Role
Identifiers—Experienced Teachers
This is an exploratory, descriptive study of experi-
enced elementary, middle, and secondary school
teachers who participated in a 9-month cooperative
learning training project which was designed to en-
courage reflection upon their beliefs and assump-
tions about their pedagogy. Fifteen teachers were
interviewed to understand how teachers modify co-
operative learning to fit their existing beliefs about
pedagogy; how teachers interact with this innova-
tion to reconstruct their assumptions about teaching
and learning; and how these reconstructions affect
certain pedagogical themes which emerged from
them. Themes which emerged were: conceptions of
their role, their sense of authority and locus of con-
trol, their notions of the nature of knowing and
knowledge, their conceptions of their decision-mak-
ing, their understanding of cooperative learning,
and their resolution of the dilemmas of practice
which emerge for them in the process. Using a
model which defined three broad epistemological
orientations, or meaning systems, operating on a
continuum from "transmission" to "transaction" to
"transformation," which cast educational practices
as systems of belief, the mainstream models of coop-
erative learning were analyzed for their fundamen-
tal assumptions regarding these themes.
(Author/IAH)

ED 332 980                                    SP 033 092
**The Next Level. Minority Teacher Supply &
Demand. A Policy Statement.**
American Association of Colleges for Teacher Edu-
cation, Washington, D.C.
Report No.—ISBN-0-89333-070-1
Pub Date—90
Note—17p.
Available from—American Association of Colleges
for Teacher Education, One Dupont Circle, Suite
610, Washington, DC 20036-2412 ($5.00 pre-
paid).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Pluralism, Elementary Sec-
ondary Education, Higher Education, Minority
Group Teachers, *Multicultural Education, *Pop-
ulation Trends, Position Papers, *Preservice
Teacher Education, School Demography,
*Teacher Supply and Demand
Identifiers—American Association of Colleges for
Teacher Educ
Representatives from 26 educational, community,
and governmental groups attended a national sym-
posium in January 1990 sponsored by the American
Association of Colleges for Teacher Education
(AACTE). The position paper presented here was
developed at this symposium. It examines the grow-
ing population of students from different ethnic and
racial backgrounds and holds that teacher prepara-
tion programs need to be restructured in order that
all teachers, whether majority or minority, may be
adequately prepared to provide quality education to
all students. In order to nurture a culturally in-
formed teaching force, preservice teachers must be
prepared more effectively to teach students from
diverse backgrounds. The "Next Level" initiative
requires policy and programmatic changes to incor-
porate diversity throughout teacher education pro-
grams. The paper discusses why the initiative is
necessary; who should be involved; and how it
should be implemented. (LL)

ED 332 981                                    SP 033 093
*Schlechty, Phillip C.*
**Reform in Teacher Education: A Sociological View.**
American Association of Colleges for Teacher Edu-
cation, Washington, D.C.
Report No.—ISBN-0-89333-059-0
Pub Date—Aug 90
Note—75p.
Available from—American Association of Colleges
for Teacher Education, One Dupont Circle, Suite
610, Washington, DC 20036-2412 ($18.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Change, Educational
Sociology, Elementary Secondary Education,
Higher Education, Liberal Arts, *Preservice
Teacher Education, Professional Education,
*Schools of Education, Selective Admission,
*Student Recruitment, Systems Analysis,
Teacher Education Curriculum, Teacher Educa-
tion Programs, *Teaching (Occupation)
Identifiers—*Professional Guidelines, Sociology of

Occupations, *Teacher Socialization

This monograph examines preservice teacher education from the perspective of the sociologist. It emphasizes the need for furthering the cause of professionalism among teachers through the acquisition of knowledge, skills, attitudes, beliefs, and orientations of a profession, a process referred to as a socialization system. The publication offers a statement of intent, along with three chapters which present a general description of socialization subsystems, discussing the important characteristics of each and detailing the implications for teacher education. Chapter 1 covers the recruitment and selection subsystem and includes criteria for recruitment, degree of selectivity, sponsorship, prior commitment, and implications for teacher education. Chapter 2 discusses the induction subsystem, covering the meaning of induction; conditions of admission; status systems; rituals, ceremonies, and celebrations; and implications for teacher education. Chapter 3, on the normative subsystem, discusses the nature and types of norms, characteristics of normative systems, the liberal arts academy or professional school, professional preparation programs, the issue of purpose, a common language, and performance visibility and intensity of communication. (LL)

**ED 332 982**    SP 033 096
Boccia, Judith A.
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching. Part II, Elementary Teachers.
Pub Date—Apr 91
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). For an earlier report, see ED 316 555.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, *Beginning Teacher Induction, *Beginning Teachers, *Classroom Environment, Elementary Education, *Elementary School Teachers, Higher Education, Interprofessional Relationship, Needs Assessment, Preservice Teacher Education, Questionnaires, Teacher Attitudes, *Teaching Conditions, Teaching Experience
Identifiers—University of Lowell MA

This study was conducted to: (1) determine the concerns of beginning elementary teachers; (2) identify perceived successes of novice teachers; (3) learn the extent of orientation provided; (4) ascertain the kinds of professional support received from fellow teachers and administrators; (5) identify the kinds of professional assistance needed; and (6) relate findings from these objectives to such variables as year of teaching, age of respondent, classroom structure, kind of community, and work conditions. The instrument used to collect data was a questionnaire mailed to 115 elementary certification graduates of the classes of 1986-1989 of the University of Lowell's (Massachusetts) graduate program in teaching. Responses were returned by 68 (59 percent) of the graduates. Results of the study suggest that beginning elementary teachers give more weight to concerns of an instructional rather than administrative or organizational nature and that they focus on topics related to the teaching task as well as on issues pertaining to collegial relations. Record keeping and district administration received little attention from the group. The findings in this study imply that inclusion of research on beginning teachers may better prepare graduates for their initial teaching experience. (28 references) (LL)

**ED 332 983**    SP 033 103
Wilen, William W.
Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.
National Education Association, Washington, D.C.
Pub Date—91
Note—43p.
Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($3.95).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Classroom Communication, *Classroom Research, *Cognitive Processes, Discussion (Teaching Technique), Elementary Secondary Education, Inservice Teacher Education, Preservice Teacher Education, *Questioning Techniques, Student Atti-

tudes, Teacher Student Relationship

This monograph reviews the research findings related to the oral questioning behaviors and practices of teachers. It also gives some attention to written and student-generated questions. The purpose is to provide teachers with knowledge to assist them in making decisions about improving classroom instruction. The monograph examines past and current research related to teachers' questioning practices and the impact of those questioning practices on student thinking, achievement, and attitudes. It reviews research related to questioning techniques and strategies and approaches to analyzing classroom questions. It examines the role of questioning within the broader context of classroom interaction, with a particular focus on recitation and discussion. Finally it presents an approach teachers can use to gather information on their own classroom questioning behaviors. Two analysis forms, "Question Levels" and "Questioning Techniques" are provided for the purpose. A bibliography containing 138 references is included. (IAH)

**ED 332 984**    SP 033 104
Jacobs, George M.    Ilola, Lisa Marie
A Brief Look at How Feminist Pedagogy Interrelates with Invitational Education and Cooperative Learning.
Pub Date—5 Apr 91
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Context Effect, *Cooperative Learning, *Educational Philosophy, Educational Principles, Elementary Secondary Education, Females, *Feminism, Instruction, *Sex Discrimination, *Teacher Role, Teaching Methods
Identifiers—*Feminist Pedagogy, *Invitational Education

In the literature of feminist pedagogy, four interconnected strands emerge: (1) horizontal, rather than vertical classroom structure; (2) inclusion of the subjective, not just the objective; (3) the importance of context; and (4) a need to overcome the oppression that females face. Each of these strands is discussed in this paper, and connections with invitational education and cooperative learning are explored. Similarities between these three perspectives on education exist, including similar implementation problems. Resistance from teachers and students may be among these problems. In addition to cooperative learning and invitational education, other perspectives on education may be compatible with feminist pedagogy. Feminist pedagogy helps educators to see problems, such as hierarchical classrooms, a ban on the subjective, and a lack of context, from a fresh perspective. Thirty references are included in the bibliography. (IAH)

**ED 332 985**    SP 033 105
Beaver, John F.
A Profile of Undergraduate Educational Technology (In)Competence: Are We Preparing Today's Education Graduates for Teaching in the 1990's?
Pub Date—90
Note—12p.; Appended survey responses may not reproduce well because of type style.
Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Centers, *Computer Literacy, *Computer Uses in Education, Educational Technology, Education Majors, Elementary Education, Higher Education, Preservice Teacher Education, Questionnaires, *Schools of Education, Teacher Education Curriculum, *Teacher Qualifications
Identifiers—*State University of New York Coll at Buffalo, *Technology Education

This study was conducted at the State University of New York (SUNY) College at Buffalo to clarify the state of computer competence among elementary education majors. The impetus for the study was a local superintendent of schools' statement of his district's plans to employ teachers and administrators only if they demonstrate computer literacy. A survey of elementary education majors (N=324) was taken in 1989 and replicated in 1990 (N=284) to ascertain changes in computer competency. Frequency distributions were obtained for each of 15 questions. The results were disturbing in that over 50 percent of respondents had never used a microcomputer in any college course. More encourag-

ing was the finding that education students recognized a need to develop greater computer competency to enhance professional productivity. SUNY (Buffalo) has implemented the following program to address the issue in a systematic fashion: (1) instructional computing exposure; (2) an elective instructional technology course offered in a computer laboratory to teach education majors word processing, data base management, spreadsheet manipulation, chart development, and communications, and methods for integrating these skills into classroom instruction; and (3) training faculty members in education departments who lack expertise in the instructional use of technology. The survey form is attached. (LL)

**ED 332 986**    SP 033 109
Adolescents, AIDS and HIV: A Community-Wide Responsibility.
Center for Population Options, Washington, DC.
Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.
Pub Date—[90]
Contract—U63/CCU302752-02
Note—38p.; This report summarizes the material presented at three national meetings on Adolescents, AIDS, and HIV sponsored by the Center for Population Options (April 1987, 1988, 1989).
Pub Type— Reports - General (140) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Adolescents, *Communicable Diseases, Community Planning, Disease Control, Drug Education, Educational Planning, Elementary Secondary Education, *Health Education, *Health Promotion, Policy Formation, *School Community Programs, Secondary Education, Sex Education

This report explores policy initiatives, priorities, and plans of action recommended to policymakers with respect to a commitment to education for youth on prevention of Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS). Young people with AIDS/HIV infection, can be offered compassion, hope, and support. Uninfected adolescents must be provided with accurate information about AIDS/HIV and with skills to make healthy decisions in order to prevent HIV infection. This report is both a resource and a challenge, directed to local communities, to create a national campaign on adolescents, AIDS, and HIV. The information in the report is intended to help program planners, educators, and policymakers develop an effective community response to the HIV epidemic. The report is divided into 6 sections: (1) identifying and naming an epidemic; (2) adolescents, AIDS, and HIV; (3) goals of HIV prevention; (4) information for HIV prevention; (5) delivering the message; and (6) HIV education: a shared community responsibility. Forty references and 68 organizational resources are listed. (LL)

**ED 332 987**    SP 033 110
Adolescents, AIDS and HIV. Resources.
Center for Population Options, Washington, DC.
Pub Date—90
Note—16p.
Available from—Center for Population Options, 1025 Vermont Avenue, N.W., Suite 210, Washington, DC 20005.
Journal Cit—Resources for Educators; v5 Nov 1990
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Adolescents, American Indians, Annotated Bibliographies, Asian Americans, At Risk Persons, Blacks, Drug Education, Females, Hispanic Americans, Homeless People, *Minority Groups, Out of School Youth, Pacific Americans, *Resource Materials, Secondary Education, Sex Education, Young Adults

This compilation of educational resources is designed for communities which have been either overlooked in Acquired Immune Deficiency Syndrome (AIDS) education efforts or disproportionately affected by Human Immunodeficiency Virus (HIV) infection. The materials listed target Blacks, Latinos, Asians and Pacific Islanders, Native Americans, young women, out-of-school youth, homeless youth, and sexual minority youth. The materials also highlight a range of factors, such as feelings of disenfranchisement and the cultural constructs surrounding sex and drug use. Adolescents have been

designated as a key target population for HIV-prevention education programs. However, many teens, both informed and uninformed, continue to engage in risky behaviors, and adolescent AIDS cases among Blacks, Latinos, and young women are disportionately high as represented in the current statistics. The materials suggested in this resource list include curricula, pamphlets, brochures, videos, and resources for leaders. Each entry specifies the reading level and has a short annotation. A list of publishers, with addresses, and a list of new publications from the Center for Population Options are included. Some titles are available in Spanish. (LL)

**ED 332 988**                      SP 033 111
**Guide to Implementing TAP. Teens for AIDS Prevention Project.**
Center for Population Options, Washington, DC.
Pub Date—[90]
Note—151p.
Available from—Center for Population Options, 1025 Vermont Avenue, N.W., Washington, DC 20005 ($25.00 for guide, $4.00 for accompanying audio tape).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Adolescents, *Group Activities, *Peer Groups, *Peer Influence, *Program Development, School Community Relationship, Secondary Education, Secondary School Students, Social Values
Identifiers—Community Based Education, Peer Facilitators, *Teens for AIDS Prevention Project
Teens for AIDS Prevention (TAP) is a model peer intervention program designed by the Center for Population Options to increase knowledge and change attitudes and behaviors among youth to reduce their risk of Human Immunodeficiency Virus (HIV) infection. The program utilizes peer pressure in a positive sense: to encourage youth to protect themselves from HIV infection by modifying attitudes and mores within a school or youth agency setting. This manual is a step-by-step guide to implementing a successful TAP program in a school or community based organization. The chapter titles outline the steps as follows: (l) the "Introduction" presents an overview of the need for HIV and AIDS education and the effectiveness of peer education; (2) "Building Support" highlights the importance of laying the groundwork for the program in a school or community; (3) "Getting Started" focuses on program planning, budgets, funding, coordinator responsibilities, and recruitment of participants; (4) "Training" outlines, session by session, 20 hours of HIV prevention and AIDS education and skill-building exercises for the TAP group; (5) "Activities" describes some educational efforts that TAP members can design and implement; (6) "Taking the Message to the Media" provides basic guidelines on how to interact with the media; and (7) "Resources" presents a listing of educational materials–videos, curricula, pamphlets, and books for additional information. (LL)

**ED 332 989**                      SP 033 113
*Davis, Kathryn L.*
**Volleyball Officiating: Overlapping and Ball Handling.**
Pub Date—1 Apr 91
Note—9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Francisco, CA, April 2-6, 1991).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletic Coaches, Athletics, *Competition, Team Sports, *Volleyball
Identifiers—AAHPERD, *Referees, *Rules and Regulations, Sports Officiating
In volleyball officiating, two areas of concern are overlapping and ball-handling calls. Overlapping involves the illegal positioning of players during the contact of the serve by the server. It is imperative that officials be able to recognize overlapping violations in order also to recognize back line player violations. Consistency in ball handling is a vital concern with both officials and coaches in volleyball. Volleyball is one of the only sports to have a judgment that is so subjective. The rule is concerned with the length of contact with the ball, not the body position or the technique. In the 1990s, these two areas of officiating will impact officials the most. Helpful hints for officials calling out-of-position and

back row attack/block are offered, as well as key points for use in making judgments. (Author/LL)

**ED 332 990**                      SP 033 116
**Creative Nutrition Education–An Integrated Approach. A. Recommended Guide for Oklahoma, Elementary Level. Fourth Edition.**
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Department of Agriculture, Washington, D.C.
Pub Date—Sep 86
Note—444p.; Child Nutrition Programs Division, Nutrition Education & Training Program. Printed on colored paper, certain sections may not reproduce well.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Child Health, *Class Activities, Cooking Instruction, *Eating Habits, Educational Games, Educational Resources, Elementary Education, *Foods Instruction, Health Activities, Instructional Materials, *Nutrition Instruction, Songs, State Curriculum Guides, Teaching Guides, Visual Aids
Identifiers—*Oklahoma, *Recipes (Food)
This guide to Nutrition Education has 12 sections which cover the following areas: scope; facts about nutrition basics; games and activities; poems, plays, and stories; songs; food preparation in the classroom; puppets, patterns, and puzzles; suggestions for tasting parties; recipes for snacks and celebrations; clues for creative cafeterias; and learning center activities. Each section is color coded and has complete instructions and all the necessary materials. The final section lists audiovisual resources (169 items) and 72 sources of nutrition education materials. (LL)

**ED 332 991**                      SP 033 118
**Developing Jointly Registered Teacher Education Programs To Increase Minority Baccalaureate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).**
New York State Education Dept., Albany. Office of Higher and Professional Education.
Spons Agency—Ford Foundation, New York, N.Y.; State Higher Education Executive Officers Association.
Pub Date—Nov 90
Note—84p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Bachelors Degrees, Community Colleges, *Cooperative Planning, *Cooperative Programs, Elementary Secondary Education, Higher Education, *Institutional Cooperation, *Minority Group Teachers, Private Colleges, Program Development, Public Colleges, State Departments of Education, State Standards, Statewide Planning, *Teacher Education Programs, Teacher Recruitment, Two Year Colleges
Identifiers—*Jointly Registered Teacher Education Programs NY, *New York
The participants in this conference have been developing teacher education programs which will be jointly registered by the State of New York. These programs would allow minority students to enter a teacher education program at a two-year institution, transfer to a four-year teacher preparation institution without loss of academic credit, and be eligible for initial state teacher certification upon graduation. The proceedings are divided into five sections: (1) a conference overview, which includes papers on the State Higher Education Executive Officers (SHEEO)/Ford Foundation minority achievement in higher education project, an overview of jointly registered programs, joint registration of associate and baccalaureate degree programs, and helpful considerations on preparing jointly registered programs; (2) jointly registered teacher education programs within the City University of New York, including papers on cooperation among the affiliated community and four-year colleges; (3) jointly registered programs involving public and independent institutions, including descriptions of three joint programs and three proposals for bridging the alleged gap between public and private institutions; (4) jointly registered teacher education programs within the State University of New York (SUNY), including descriptions of three joint efforts, a letter on the status of dual registration programs within SUNY, and a paper addressing some of the prob-

lems in moving to jointly registered programs; and (5) observations and conclusions. Appendixes include the conference program, evaluation sheet, summary of participants' evaluations, list of persons attending, and list of New York State Education Department representatives. (AMH)

**ED 332 992**                      SP 033 122
*Wilczenski, Felicia L.*
**Use of the "Attitudes Toward Mainstreaming Scale" with Undergraduate Education Students.**
Pub Date—Apr 91
Note—24p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, Attitude Measures, Construct Validity, *Disabilities, Elementary Secondary Education, Higher Education, *Mainstreaming, Preservice Teacher Education, Special Needs Students, *Student Attitudes, *Teaching Experience, Undergraduate Students
Identifiers—*Attitudes Toward Mainstreaming Scale
Education students' attitudes towards mainstreaming are crucial to the future success of the movement toward inclusive education. This study describes the attitudes toward mainstreaming held by undergraduate education students and assesses attitude changes related to knowledge about handicapping conditions and the field of education as well as classroom teaching experience. The Attitudes Toward Mainstreaming Scale (ATMS) was administered to 233 undergraduate education majors; 110 students participated in a follow-up study. In general, education students favor the idea of mainstreaming and are willing to teach in regular classes those students whose handicaps do not inhibit their own learning or the learning of others. Cross-sectional and longitudinal data indicated that advanced students held more positive attitudes toward mainstreaming than beginning students and there was a trend toward reporting more favorable attitudes toward mainstreaming during professional preparation prior to student teaching. Following student teaching, however, there was a significant decline in the favorability of students' attitudes toward mainstreaming. Use of the ATMS and implications of the findings of the survey for teacher training are discussed. (Author)

**ED 332 993**                      SP 033 126
*McEwin, C. Kenneth  Thomason, Julia T.*
**Who They Are–How We Teach. Early Adolescents and Their Teachers.**
National Middle School Association, Columbus, OH.
Report No.—ISBN-1-56090-046-6
Pub Date—89
Note—35p.; Revision of a 1982 publication. Photographs will not reproduce well.
Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229 ($4.00).
Pub Type— Information Analyses (070) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, Child Development, *Developmental Stages, Intermediate Grades, Junior High Schools, Middle Schools, *Preadolescents, Self Concept, *Teacher Characteristics, *Teacher Effectiveness, Teacher Role
This monograph describes and illustrates the characteristics of middle grades students in terms of intellectual, physical, emotional, and social growth; discusses the characteristics of effective middle grades teachers; and explores the implications of teacher/learner research data for curriculum and instruction related to early adolescents (ages 10-14). Early adolescence is a period of major transitions: students learn new roles, deal with rapidly changing bodies, and experience new expectations. Middle grades teachers need a thorough knowledge of the human growth and development data pertinent to early adolescence, subject matter expertise, the ability to provide strong role models, and good classroom management skills. Diverse instructional strategies are needed for middle grades, strategies that aim to foster cognitive development and healthy personalities, and that reflect the search for identity characteristic of early adolescence. Forty-five references are given. (IAH)

**ED 332 994**                    SP 033 131
*Yosha, Patricia*
The Benefits of an Induction Program: What Do Mentors and Novices Say?
Pub Date—91
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). The paper contains occasional broken type.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teacher Induction, Elementary Secondary Education, Group Discussion, Interviews, *Mentors, *Program Effectiveness, Program Evaluation, *Teacher Improvement, Teaching Experience, Telephone Surveys
Identifiers—Connecticut State Department of Education
This study examines the outcomes for teachers and the benefits reaped from a Connecticut beginning teacher induction program. Data were sought to determine whether the Connecticut State Department of Education's intent to improve the quality and value of first-year teaching through intensive, ongoing support by a mentor was being met. The method of research was to look directly to mentors and beginning teachers to obtain their perceptions of program benefits. Data sources included telephone surveys, focus group discussions, and site visit interviews. The results of the Connecticut induction program study would indicate that the quality and value of first-year teaching in the state has improved as a result of intensive, ongoing support of beginning teachers by mentors. Conclusions are based on first-hand evidence from novices who believe they benefit from the assistance of trained mentors. Equally important, there is evidence that the quality of teaching by mentors has improved. Some areas for further study include: how one's commitment to teaching is influenced by participation in a mentoring program, and what impact a mentoring program has on students. Charts of telephone survey results and copies of positive, personal statements written by mentors to future mentors are included. (LL)

**ED 332 995**                    SP 033 136
*Berry, David M. And Others*
The Process and Product of Portfolio Construction.
Pub Date—6 Apr 91
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Consortia, Higher Education, *Institutional Cooperation, *Portfolios (Background Materials), Preservice Teacher Education, *Program Development, *Student Attitudes, *Student Evaluation, *Teacher Education Curriculum
Identifiers—Central State University OH, *Ohio Consortium for Portfolio Development, Reflective Teaching, University of Dayton OH, Wright State University OH
The Ohio Consortium for Portfolio Development was established in 1988 as an interinstitutional research effort to integrate portfolio development into teacher education. In addition, a sub-phase focused on portfolio use by entry year teachers in a metropolitan school system. The three founding universities, located in southwestern Ohio, are: Central State University, the University of Dayton, and Wright State University. Preliminary findings indicate strong student support for portfolio development commencing in the sophmore year. Evidence also suggests that portfolios are of help in developing classroom management skills, content pedagogy, command of subject matter, student-specific pedagogy, and professional responsibility. The results suggest a need for further research relative to administrative uses for staff recruitment, selection, and professional development. A brief description of each university's approach to implementing the portfolio process in its teacher education program and a portfolio executive summary (draft) are included. (27 references) (Author/IAH)

**ED 332 996**                    SP 033 140
*Heller, Mel P. Sindelar, Nancy W.*
Developing an Effective Teacher Mentor Program.
Fastback 319.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-319-0
Pub Date—91
Note—25p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Beginning Teacher Induction, Beginning Teachers, Elementary Secondary Education, *Helping Relationship, Interprofessional Relationship, *Mentors, *Program Development, Program Evaluation
School districts considering a mentoring program need to consider four things: (1) the reasons for a teacher mentor program; (2) how to start such a program; (3) administrative support needed for a successful program; and (4) pitfalls to avoid. The reasons for having a mentor program are that it benefits the new teacher, the mentor, and the school. The new teacher's opportunities to exchange views with an experienced teacher is a distinct benefit to him/her. The mentor benefits also, however, because of the opportunity to share views, experiences, and strategies. The improved teaching that usually results is an asset to the school. Starting a program involves six stages: establishing a rationale, setting criteria for the selection of mentors, defining roles, inviting the mentors, training the mentors, and evaluating the program. To be successful, the program must have administrative support from the board of education, the superintendent, the central office staff, the teacher union, and the principal. As with any new program, anticipating problems can help to avoid them. Some pitfalls are: overdependence on the part of the protege, ego problems on the part of the mentor, and the evaluation dilemma arising from the mentor's dual role of confidant and evaluator. Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching. (AMH)

**ED 332 997**                    SP 033 143
Delaware Secondary School Athletic Association (DSSAA) 25th Annual Official Handbook, 1990-1991.
Delaware State Dept. of Public Instruction, Dover.
Pub Date—91
Note—57p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Athletics, *Educational Principles, Guidelines, Intermediate Grades, Middle Schools, Secondary Education
Identifiers—*Delaware, *Rules and Regulations
This handbook contains a list of member institutions in Delaware, a statement of 10 cardinal athletic principles, and the constitution and by-laws of the Delaware Secondary School Athletic Association (DSSAA). The articles of the constitution cover objectives, membership, administration, meetings, eligibility rules, responsibilities of school heads, rules, and amendments. The by-laws cover the sportsmanship rule, processing violations of the sportsmanship rule, senior high school interscholastic athletic eligibility rules, and junior high/middle school interscholastic athletic eligibility rules. The appendix provides information on the waiver, appeal, and investigative procedures. (AMH)

**ED 332 998**                    SP 033 147
Health Education Curriculum Standards K-12, Revised.
Delaware State Dept. of Public Instruction, Dover.
Pub Date—Oct 90
Note—32p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Objectives, Elementary Secondary Education, *Family Life Education, *Health Education, *Health Promotion, State Curriculum Guides, *State Standards
Identifiers—*Delaware
The health education program focuses on wellness and health promotion, with emphasis on the need to influence children and youth to make early decisions about positive lifestyles that will continue into adulthood. These comprehensive health education curriculum standards focus on positive self-image, decision-making, nutrition, stress management, alcohol and drug abuse, and physical fitness. These standards are designed to be used by school administrators and teachers in developing their local comprehensive health education programs. Strategies and activities are to be developed by the local district. The Health Education Curriculum Standards

are divided into the following categories: K-3, 4-6, 7-8, and 9-12. Each set of standards includes program objectives and corresponding student expectations. The pages on objectives and expectations are introduced by a statement of the Delaware K-12 comprehensive health education and family life education policy. (AMH)

**ED 332 999**                    SP 033 149
*Goodman, Gay And Others*
Instructor's Manual with Test Items for Myron H. Dembo's Applying Educational Psychology in the Classroom. Fourth Edition.
Report No.—ISBN-0-8013-0678-7
Pub Date—91
Note—339p.; For related documents, see ED 331 790 and 792.
Available from—Longman Publishing Group, 95 Church Street, White Plains, N.Y. 10601 (No charge).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Assignments, *Educational Psychology, Elementary Secondary Education, *Evaluation Methods, Higher Education, Instructional Materials, Learning Activities, *Measurement Techniques, Teaching Guides, Teaching Methods, *Test Items
This instructor's manual provides numerous suggestions for observational activities, out-of-class assignments and evaluative strategies for undergraduate and graduate students, and follows the organization of the textbook, "Applying Educational Psychology in the Classroom." The book is organized into two sections–the instructor's manual and test items. The preface describes the content and uses of information for prospective manual users. Chapter 1, "The Teacher as Decision Maker," introduces the teacher to the methodology. Part 1, "Development and Individual Differences," focuses on intelligence and cognitive development; cognition, culture and language; personal and social development; and exceptional children. Part 2, "Learning Theories and Instructional Applications" has 3 chapters on: behavioral approaches to learning; cognitive approaches to learning; and the humanistic perspective. Part 3, "Preparing for Effective Teaching," includes 3 chapters on: planning for instruction; motivation; and classroom management and discipline. The fourth part, "Measurement and Evaluation," includes 2 chapters on: standardized and teacher-made measurement instruments, and analyzing test scores and reporting student progress. Each of these chapters contains chapter objectives, focus questions, chapter outline, key terms, chapter guidelines, and follow-up activities. The second section provides test items for each of the 13 chapters in the textbook. (LL)

**ED 333 000**                    SP 033 159
*Hatfield, Robert And Others*
Designing Educational Practice: Applying the Structural Model of Educational Design to Student Teaching.
Pub Date—10 Jun 91
Note—185p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, Higher Education, *Models, Preservice Teacher Education, Research Design, *Research Utilization, *Schematic Studies, *Student Teaching, *Theory Practice Relationship
Identifiers—*Model Development, Reflective Analysis
The practice of student teaching is used in this report to describe a structural design model for educational practices and to illustrate applications of the model. Developing such a model involves analyzing research studies and describing related practices. The results of the research analysis in this study are applied to student teaching in the context of a one-term time frame, with some portion of each day being devoted to teaching classes in a school. The report, organized into chapters, includes a description of the model for designing an educational practice; a structure for the key elements of student teaching based on a review of research and conceptual studies; an analysis of one student teaching program; and some general conclusions on the use of this model for designing practice and utilizing research for its improvement. An extensive list of references is included. An appendix contains research summary forms, instructional observation forms, weekly progress forms, and final evaluation forms.

# TM

**ED 333 001**                    SP 033 160
*Cole, Andra L.*
**Relationships in the Workplace: Doing What Comes Naturally?**
Pub Date—Apr 91
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teacher Induction, Beginning Teachers, Collegiality, Elementary Education, Foreign Countries, *Helping Relationship, *Interprofessional Relationship, *Mentors, *Teacher Improvement, Teaching Experience
Identifiers—Ontario

This paper explores the connection between workplace relationships and teacher development. Drawing on the first year of a 2-year qualitative study of teacher socialization, the paper explores the questions: With whom do beginning teachers form relationships in their new professional contexts? What is the nature of these relationships? What functions do they serve? Are some relationships more important than others? How do certain relationships facilitate or constrain various aspects of teacher development? Can facilitating relationships be contrived? What is the role of context? Conversations were held with 13 new teachers in 1 school over a 7-month period to explore the ways the new teachers were helped by the administrators and experienced teachers in the school, which uses a collegial, informal model to initiate new teachers. The discussion of the new teachers' input focuses on the psychosocial aspects of teacher development, and considers the various developmental opportunities that have been provided these 13 new teachers and how these opportunities have contributed to the new teachers' growth. The paper questions the viability of imposed teacher induction relationships and advocates an approach that takes into account the individuality of the teacher, the school culture, and the socialization process. (Author/AMH)

**ED 333 002**                    SP 033 231
*Ladson-Billings, Gloria*
**When Difference Means Disaster: Reflections on a Teacher Education Strategy for Countering Student Resistance to Diversity.**
Pub Date—4 Apr 91
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attitude Change, *Class Activities, *Controversial Issues (Course Content), Cultural Awareness, Cultural Pluralism, Documentaries, Elementary Education, Group Discussion, Higher Education, Preservice Teacher Education, *Racial Bias, Required Courses, *Social Problems, *Student Attitudes, Student Journals, Teacher Education Curriculum, Teaching Methods, Videotape Recordings
Identifiers—*Santa Clara University CA

A required course for elementary education majors at Santa Clara University (California), "Introduction to Teaching in a Multicultural Society," evolved during a 6-year period. The course moved from one with an emphasis on promoting equity, tolerance, and improved human relations through curriculum and instructional strategies to one that encourages a critical examination of racism and other forms of oppression with th objective of developing student empathy and advocacy. The course currently uses documentary films and videos to provide students with graphic and controversial views of the United States and a world they did not know existed. In addition, students read articles about race and ethnicity from various points of view and are asked to position themselves ideologically. The teaching methods have also changed from lecture to group discussion and activities designed to provoke thought and encourage student interaction. To increase social awareness, students are required to volunteer 10 hours at a human services agency. An ongoing assignment is to maintain a reflective journal intended to arouse critical consciousness. While one such course cannot effect great changes in students' attitudes, it emphasizes the challenge for educators to engage in a multifaceted attack on students' resistance to issues of diversity and multiculturalism. Excerpts from student journals are included. (AMH)

**ED 333 003**                    TM 012 626
**Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.**
Texas Education Agency, Austin.
Report No.—GE9-302-01
Pub Date—Oct 88
Note—148p.; For a related document, see ED 298 141.
Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($6.00).
Pub Type— Collected Works - General (020) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cognitive Processes, *Educational Technology, Elementary Secondary Education, *General Education, *Special Education, Special Programs, *State Programs, *Thinking Skills, *Vocational Education
Identifiers—Texas

This volume presents 22 papers that discuss thinking in the context of subjects taught in general education, special and vocational education, educational technology, and special programs. The key note article is: (1) "A Case for Higher Order Thinking" (G. Garcia Jr.). Under the heading "Educational Technology" are: (2) "Designing a Successful Problem Solving Inservice" (T. Boudrot); and (3) "Software to Encourage Problem Solving" (T. Boudrot). Under "General Education" are: (4) "Psychomotor Skills: The Discovered Element of Thinking" (D. Thrasher); (5) "Teaching Adolescents about Communicating in Families" (C. Klein); (6) "Thinking Skills and Driver Education: A Natural Partnership" (G. Peavy); and (7) "Thinking about Acting" (K. Wheatley). Under "Special Education" are: (8) "Learning To Learn: Executive Control Strategies for Handicapped Students" (A. Smisko); and (9) "The Use of Graphic Organizers with Hearing-Impaired Students" (S. Cowan). Under "Special Programs" are: (10) "Developing the Thinking of Compensatory Students" (A. Pedroza); and (11) "Developing the Thinking of Students of Limited English Proficiency" (E. Gutierrez). Under "Vocational Education" are: (12) "Developing Critical Thinking Skills in the Health Occupations Laboratory" (J. Keeton); (13) "Improving Trade and Industrial Student Thinking Skills" (J. Cogdell); (14) "Send Us Your Thinkers" (B. Sullivan); (15) "Teaching Thinking in Industrial Technology Education" (N. Ballard); and (16) "Thinking through Vocational Home Economics Education" (J. Hetherly). Under "Thoughts across the State" are: (17) "Accelerating Learning Potential" (V. Post); (18) "A Shortcut to Understanding and Teaching Higher Level Thinking Skills" (M. Rice); (19) "Developing Thinking through Problem-Solving Programs" (E. Forte et al.); (20) "Principals: Taking the Lead in Thinking Skills" (C. Collins); (21) "Teaching Slower Learners Higher Level Thinking" (C. Marshall); and (22) "Vocational and Academic Education Join Hands To Nurture Student Thinking" (M. Hendrix). (SLD)

**ED 333 004**                    TM 015 730
**From Gatekeeper to Gateway: Transforming Testing in America. Report.**
National Commission on Testing and Public Policy.
Pub Date—90
Note—59p.
Available from—National Commission on Testing and Public Policy, McGuinn Hall, Room 531, Boston College, Chestnut Hill, MA 02167 ($6.00 for the report; the Executive Summary is free).
Pub Type— Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—*Accountability, Educational Assessment, *Educational Change, Educational Improvement, Educational Policy, Elementary Secondary Education, Equal Education, Multiple Choice Tests, Occupational Tests, *School Effectiveness, Test Bias, *Testing Problems, Test Use
Identifiers—*National Commission on Testing and Public Policy

Findings of the National Commission on Testing and Public Policy concerning problems in testing are reported. Recommendations are proposed for restructuring educational and employment testing to help people develop their talents and become more productive, and to help institutions become

more productive, accountable, and just. Over a 3-year period, the Commission heard from a range of experts, reviewed over 50 papers, and convened five public hearings. The Commission concluded that current testing, predominantly multiple-choice testing, is relied upon too heavily, and often lacks public accountability. Current testing practices can lead to unfairness in the allocation of opportunities and can undermine social policies by deflecting attention from fundamental educational problems. The following eight recommendations are provided: (1) reorientation of testing policies and practices to promote the development of human talent; (2) redirection of testing programs from an overreliance on multiple-choice tests toward alternative forms of assessment; (3) use of test scores only when they relate directly to the decision to be made; (4) demonstration that tests measure characteristics relevant to the opportunities being allocated; (5) removal of reliance on test scores as the sole basis of decision; (6) improved assessment of the effectiveness of institutions; (7) greater public accountability; and (8) expansion of research and development programs to promote fairness in testing. Four figures supplement the text. An eight-page section, "Reference Notes," relates the report's findings to those of other published studies. Two appendices describe and list the hearings and invited papers. (72 references) (SLD)

**ED 333 005**                    TM 016 216
*Fidler, Dagny  And Others*
**Special Education Support Services: Program Evaluation Report. No. 91-059.**
Des Moines Public Schools, Iowa. Dept. of Student Services.
Pub Date—Feb 91
Note—49p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Counseling, *Disabilities, Educational Assessment, Elementary Secondary Education, Itinerant Teachers, Occupational Therapists, Physical Therapists, Program Descriptions, *Program Evaluation, Public Agencies, Regular and Special Education Relationship, *School Districts, School Psychologists, School Social Workers, *Services, *Special Education, Special Needs Students
Identifiers—*Des Moines Public Schools IA, *Service Delivery Assessment

Support services provided for special education in the Des Moines (Iowa) Independent Community School District (DMICSD) were evaluated. The context evaluation, input evaluation, process evaluation, product evaluation, and future planning of the support services are described. The DMICSD employs physical therapists, occupational therapists, adaptive physical education and itinerant vision teachers, speech-language pathologists, school social workers, and school psychologists through a contractual arrangement with Heartland Area Education Agency 11. These personnel provide services to students identified as needing special education, as well as to regular education students if needs arise. There are 3,610 special education students in the DMICSD, and an additional 837 not in special education programs receive services. The primary services include: (1) consultation; (2) assessment; (3) counseling; (4) direct or indirect therapy; (5) educational or behavioral interventions; (6) follow-up assessment; (7) parent/teacher education; and (8) referrals to community agencies. Staffs submit monthly reports, and annual summaries are sent to the State Department of Education. The use of district norms for curriculum based assessment and the Behavior Rating Scale has resulted in better monitoring and more integration of students in regular education. Plans are underway to improve and expand services while increasing collaboration with regular education and community agencies. (SLD)

**ED 333 006**                    TM 016 328
*Garcia, Teresa  Pintrich, Paul R.*
**Student Motivation and Self-Regulated Learning: A LISREL Model.**
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 91
Contract—OERI-86-0010
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Behavior Patterns, *College Students, Comparative Analysis, Higher Education, *Learning Processes, *Models, Self Efficacy, *Self Motivation, *Student Motivation

Identifiers—LISREL Computer Program, *Self Regulated Learning

An attempt was made to build a structural model of the relationships over time among intrinsic motivation, self-efficacy, and self-regulated learning. Structural equation modeling using the LISREL computer program was used. The presented model put the motivational constructs of intrinsic motivation and self-efficacy as temporally preceding self-regulated learning (defined as a behavioral constellation of monitoring, elaboration, and effort management strategies). Intrinsic motivation at the beginning of a college semester (Time 1) was conceptualized as directing behaviors and sense of efficacy; strategic behaviors were considered to influence both motivational constructs at the end of a college semester (Time 2). The results of a study with 367 college students who completed measures of motivational beliefs and strategies (the Motivated Strategies for Learning Questionnaire) indicate that intrinsic motivation and self-efficacy had substantial effects on self-regulated learning, and intrinsic motivation had a strong effect on self-efficacy. While self-regulated learning at Time 1 had a small positive effect on intrinsic motivation at Time 2, self-regulated learning had no effect on self-efficacy at Time 2. The results suggest that an orientation to learning and mastery results in higher levels of efficacy and deeper cognitive engagement. A subject's belief in his or her capabilities was more likely to lead to higher levels of self-regulated learning. Four tables and one figure illustrate the discussion. (Author/SLD)

**ED 333 007**                    TM 016 380
*Banerji, Madhabi*
**Predictive Properties of the Gesell School Readiness Screening Test within Samples from Two Treatment Contexts.**
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) —Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Grouping, Academic Achievement, Cognitive Development, Comparative Testing, High Achievement, *Kindergarten Children, Low Achievement, *Predictive Validity, *Preschool Children, Primary Education, *School Readiness, *Screening Tests, *Student Placement, Test Results, Test Use, Track System (Education)
Identifiers—*Gesell School Readiness Test

The predictive properties of the Gesell School Readiness Screening Test (GSRT) were examined, taking into account the stated purposes of the test and the context of test use. Two samples were used: (1) a control sample of 55 students (21 males and 34 females) whose GSRT scores were not used for placement or tracking; and (2) a treatment sample of 70 children (32 males and 38 females) attending schools that were pilot testing the GSRT along with an extra-year tracking component for students with low developmental age scores on the GSRT (DAs). Two subgroups of the control sample were identified: those with low DAs who were not placed in a 2-year kindergarten, and those with high DAs who were placed in a 1-year kindergarten. Three subgroups of the treatment sample were identified: those with low DAs who were placed in a 2-year program, those with low DAs who were not placed in a 2-year program, and those with high DAs who were placed in a 1-year program. Student achievement was determined in grade 1. The GSRT was found to be a modest predictor of subsequent school achievement, and the DA was a better predictor than chronological age. Predictive validity coefficients alone were not sufficient to support the use of the test in placing and extra-year tracking of students with low DAs. In addition, the classification properties of the GSRT were found to be rather weak, with a large proportion of false negative errors in identifying at-risk students on the low end of the scale. The GSRT is more suitable as a screening test than as a student placement test. Seven tables, three figures, and a 34-item list of references are included. (SLD)

**ED 333 008**                    TM 016 429

*Mehrens, William A.*
**Using Performance Assessment for Accountability Purposes: Some Problems.**
Pub Date—11 Apr 91
Note—33p.; Paper abridged from a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, *Evaluation Problems, Licensing Examinations (Professions), Literature Reviews, *Multiple Choice Tests, Student Evaluation, Teacher Certification, Teacher Evaluation, *Testing Problems, Test Use
Identifiers—*Performance Based Evaluation

Problems with performance assessment (PA) and multiple-choice tests (MCTs) are outlined, with reference to the literature on accountability. PA for individual teachers who should integrate their assessments with their instruction; PA as a supplement to more traditional examinations for licensure decisions; and some limited, experimental tryouts of PA for other accountability purposes are supported. The anti-MCT demagogues, and making PA the latest fad are not supported. Reasons for PA's popularity include: old (but inaccurate) criticisms of MCTs in terms of bias, irrelevant content, and measurement of only recognition; cognitive psychologists' belief that many parameters that they want to study require formats other than MCT questions; increased concern that MCTs delimit the domains that should be assessed; wide publicity of the Lake Wobegon effect of teaching too closely to MCTs; and claims that teaching to MCT formats has deleterious instructional/learning effects. PA problems vary depending on several dimensions, such as secure versus non-secure assessments, matrix versus every student assessment, and accountability versus instruction. PAs have difficulty meeting the five "apple" criteria required of high-stakes tests used for accountability purposes: administrative feasibility, professional credibility, public acceptability, legal defensibility, and economical affordability. It is concluded that MCTs measure some things very well and efficiently; however, they do not measure everything and their use can be overemphasized. PAs can measure important objectives that cannot easily be measured by MCTs. A 52-item list of references is included. (RLC)

**ED 333 009**                    TM 016 444
*Grover, Barbara W. And Others*
**Scoring a Semi-Structured Interview for Assessment of Beginning Secondary Mathematics Teachers.**
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Connecticut State Dept. of Education, Hartford.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 90
Note—54p.; Synthesis and revision of papers presented at the Annual Meetings of the American Educational Research Association (New Orleans, LA, April 5-9, 1988) and (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) —Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beginning Teachers, Educational Assessment, Evaluators, *Interviews, *Licensing Examinations (Professions), *Mathematics Teachers, Pilot Projects, *Scoring, Secondary Education, *Secondary School Teachers, Teaching Skills
Identifiers—Subject Content Knowledge, Teacher Candidates, *Teacher Competency Testing

The semi-structured interview was investigated as a content-based assessment designed to take into account the complexity of teaching. A semi-structured interview licensing assessment for secondary mathematics teachers was developed and tested by the Connecticut State Department of Education. The scoring system converted the open-ended verbal responses of candidates into a set of meaningful numerical scores. Assessment was made on four general dimensions of teaching: content knowledge; content pedagogy; knowledge of students; and basic communications. Four specific tasks were used: (1) organizing a unit; (2) organizing a lesson; (3) alternative mathematical approaches; and (4) evaluating student error patterns. The scoring system also eval-

uated the interview as a whole. The data analysis focused on the reliability of the ratings and the validity of the assessment. The results of a pilot study conducted with 13 interviewers, 10 candidates, and 20 raters suggest that the scoring approach was viable for new assessment instruments to measure the complexity of effective teaching. Seven tables and three figures illustrate the study. A 25-item list of references is included. (SLD)

**ED 333 010**                    TM 016 456
*Hansen, Joe B.*
**Accountability as a Tool for Educational Reform: Is It an Oxymoron?**
Pub Date—Apr 91
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Community Involvement, *Educational Change, Educational Improvement, Educational Legislation, Educational Policy, Elementary Secondary Education, History, *Research Utilization, School Effectiveness, *School Restructuring, Theory Practice Relationship, Trend Analysis
Identifiers—Nation at Risk (A)

Issues and assumptions underlying the current movement toward educational reform are explored. The historical antecedents of the current interest in accountability date back to before the turn of the century, but the beginning of mandated accountability in federal programs occured in the late 1960's. Publication of "A Nation at Risk" in 1984 caused a new wave of educational reform based on accountability. Four main assumptions have been the underpinnings of the accountability movement: (1) stricter accountability requirements will lead to educational reform; (2) meaningful educational improvements can be effected through legislatively mandated accountability; (3) the appropriate focal point for accountability-driven reform is the individual school; and (4) broad involvement of the school and district community is essential for successful accountability-driven school reform. Evidence supporting these assumptions is weak at best. Although these assumptions are flawed, mandated accountability can be a useful tool for educational restructuring when realistic systems and goals are approached through research-based, balanced initiatives. If accountability is to serve a constructive role in educational reform, it must engender change in the cultural values of educators at all levels. (SLD)

**ED 333 011**                    TM 016 457
**The Evaluation of Educational Programmes: Methods, Uses and Benefits. Part A, Volume 24. Report of the Educational Research Workshop (North Berwick, Scotland, November 22-25, 1988).**
Scottish Council for Research in Education.
Spons Agency—Council of Europe, Strasbourg (France).
Report No.—ISBN-90-265-1026-8; ISSN-0924-0578
Pub Date—90
Note—166p.
Available from—Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—Case Studies, *Cooperation, Cross Cultural Studies, Educational Change, *Educational Research, Elementary Secondary Education, *Evaluation Methods, Evaluation Utilization, *Foreign Countries, *International Studies, *Program Evaluation, Vocational Education, Workshops
Identifiers—Council of Europe (France)

An introductory report, six commissioned papers, and four selected background reports presented at the North Berwick Workshop, one of a series of educational research meetings sponsored by the Council of Europe, are provided. The Workshop brought together research workers and educational administrators from different countries to: review evaluation activities in participating countries; analyze approaches to evaluation; discuss possibilities of European cooperation; and develop guidelines for evaluation methods. The following countries were represented at the Workshop: Austria, Belgium, Canada, Denmark, France, West Germany, Greece, Iceland, Luxembourg, the Netherlands,

Norway, Portugal, Sweden, and the United Kingdom. The papers include: (1) "Rapporteur's Report" (J. Nisbet); (2) "Evaluation from Both Sides of the Same Fence: A Case Study of the Evaluation of the Technical and Vocational Education Initiative" (H. Black and G. Deakins); (3) "Evaluations: Limiting the Damage Done" (M. Jansen); (4) "Evaluation and the Reform of Schools" (H. Simons); (5) "A Structure for Evaluation To Meet the Needs of a Decentralised Reform Strategy in Upper Secondary Education in Sweden" (L. Johansson); (6) "How Are Evaluations Used Today?" (A. Hussenet); (7) "The Uses of Evaluation" (R. S. Long); (8) "Evaluation of Educational Programmes in Austria" (F. Weyermuller); (9) "Evaluation of Educational Programmes: State of the Art in the Netherlands" (W. Th. J. G. Hoeben); (10) "Norwegian Report" (T. Tiller and O. Briseid); and (11) "Spanish Experience with Evaluation in the Educational Field" (M. A. Page). An annotated bibliography, organized by country, and a list of participants are included. (SLD)

**ED 333 012**                    TM 016 458
*Morgan, Robert L.*
**Comparison of State Methods for Collecting, Aggregating, and Reporting State Average Daily Attendance (ADA) Totals to the National Center for Education Statistics.**
National Center for Education Statistics (ED), Washington, DC.
Report No.—NCES-91-049
Pub Date—Apr 91
Note—19p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Average Daily Attendance, Comparative Analysis, *Data Collection, Definitions, Elementary Secondary Education, *Research Methodology, State Departments of Education, *State Surveys, Summer Schools
Identifiers—*Aggregation (Data), Common Core of Data Program, National Center for Education Statistics
As part of the redesign of the Common Core of Data of the National Center for Education Statistics (NCES), and in response to the growing concern about the comparability of average daily attendance (ADA) in a national database, the NCES initiated a study in 1987 to describe the methods used by the states to collect, aggregate, and report state total ADA. Five research questions were addressed: (1) whether or not ADA is defined by state law; (2) the number of days in the school year used in the ADA calculation; (3) how attendance is counted and how state aggregate data are calculated; (4) whether or not other variations in state ADA affect comparability; and (5) how summer school figures are handled. Data for the study were derived from state-provided documentation. Seven states reported legislation prescribing data collection methods for the 1985-86 school year. A variety of prescribed school days (ranging from 170 to 180) were identified. Five distinct patterns for state data collection and aggregation ADAs were apparent. Other variations in procedures did affect comparability. However, it was not possible to estimate the effects of summer school attendance reporting, with only 13 states reporting summer school data. Four tables contain study data. (SLD)

**ED 333 013**                    TM 016 461
*Ackerman, Terry A.*
**An Examination of the Effect of Multidimensionality on Parallel Forms Construction.**
Pub Date—Apr 91
Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algorithms, Equations (Mathematics), Estimation (Mathematics), *Item Response Theory, *Mathematical Models, *Scores, Simulation, *Test Construction, Test Items
Identifiers—Ability Estimates, Information Function (Tests), Item Parameters, *Multidimensionality (Tests), *Parallel Test Forms, Unidimensionality (Tests)
This paper examines the effect of using unidimensional item response theory (IRT) item parameter estimates of multidimensional items to create weakly parallel test forms using target information curves. To date, all computer-based algorithms that have been devised to create parallel test forms as-

sume that the items are unidimensional. This paper focuses on one such algorithm, which was developed by R. M. Luecht and T. M. Hirsch. Unidimensional item parameter estimates were obtained by calibrating response data generated from two-dimensional item parameters. Using these unidimensional estimates, three sets of test items from a pool of 200 multidimensional items were selected for each of two different test lengths for three differently shaped target information functions. The item parameter estimates were obtained by calibrating five forms of the EAAP Mathematics usage test using the multidimensional IRT calibration program NOHARM. Response data were generated for 2,000 students. Observed score differences for each triad, based on the multidimensional item parameters, were then compared. Despite the multidimensionality of the selected items, the created forms appear to be quite parallel both unidimensionally and multidimensionally. Two tables and seven figures are included. (SLD)

**ED 333 014**                    TM 016 462
*Ackerman, Terry A.*
**A Didactic Explanation of Item Bias, Item Impact, and Item Validity from a Multidimensional Perspective.**
Pub Date—Apr 91
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Equations (Mathematics), *Item Bias, Item Response Theory, *Mathematical Models, Multidimensional Scaling, *Scoring, Test Items, Test Use, *Test Validity
Identifiers—Ability Estimates, Mantel Haenszel Procedure, Simultaneous Item Bias Procedure
Many researchers have suggested that the main cause of item bias is the misspecification of the latent ability space. That is, items that measure multiple abilities are scored as though they are measuring a single ability. If two different groups of examinees have different underlying multidimensional ability distributions and the test items are sensitive to these differences, any scoring scheme that does not reflect all of the skills in the interaction of the items and examinees (the complete latent space) will likely produce item bias. Insight is offered the testing practitioner concerning the difference between item bias and item impact and how each relates to item validity. These concepts are addressed from a multidimensional item response theory perspective. Two detection procedures, the Mantel-Haenszel (as modified by P. W. Holland and D. T. Thayer) and the Simultaneous Item Bias procedure of R. Shealy and W. Stout are used to illustrate the detection of item bias. It is concluded that empirically, two or more items will always produce multidimensionality, and as such, their parameters need to be estimated using multidimensional models. One table and 12 figures illustrate the discussion. (SLD)

**ED 333 015**                    TM 016 463
*Ackerman, Terry A.   Davey, Tim C.*
**Concurrent Adaptive Measurement of Multiple Abilities.**
Pub Date—Apr 91
Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability, *Adaptive Testing, *Computer Assisted Testing, Equations (Mathematics), *Item Banks, *Mathematical Models, Test Validity
Identifiers—Ability Estimates, *Concurrent Adaptive Measurement, *Unidimensionality (Tests)
An adaptive test can usually match or exceed the measurement precision of conventional tests several times its length. This increased efficiency is not without costs, however, as the models underlying adaptive testing make strong assumptions about examinees and items. Most troublesome is the assumption that item pools are unidimensional. Truly unidimensional item pools are the exception rather than the rule, so procedures have been established for handling multidimensional pools. One option is to insure that every adaptive test measures the same composite of the multiple abilities represented in the item pool. However, this approach forfeits the multidimensional structure of the item pool. The

alternative is to retain this structure by splitting the item pool into more unidimensional subsets and administering each separately. This approach, however, increases testing time. A third approach is proposed—concurrent adaptive measurement. In this approach collateral information–information that an item provides about a secondary ability–is used to update ability estimates obtained from adaptive tests administered in separate content areas. A study is reviewed, which evaluated the effectiveness of the concurrent adaptive measurement procedure using unidimensional estimates of two two-dimensional item pools of 200 items each. The results indicate that both bias and the standard error of the estimated ability decrease when collateral information is used. As the correlation between the latent skills increases, the standard error drops slightly. Six tables and four figures are included. (SLD)

**ED 333 016**                    TM 016 465
*Green, Kathy E.   Kluever, Raymond C.*
**Component Identification and Item Difficulty of Raven's Matrices Items.**
Pub Date—Apr 91
Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academically Gifted, *Children, Comparative Testing, *Difficulty Level, Elementary Education, *Elementary School Students, Item Response Theory, Mathematical Models, Predictive Measurement, Preschool Education, *Psychological Testing, Regression (Statistics), Test Construction, *Test Items
Identifiers—Rasch Model, *Ravens Coloured Progressive Matrices, *Standard Progressive Matrices
Item components that might contribute to the difficulty of items on the Raven Colored Progressive Matrices (CPM) and the Standard Progressive Matrices (SPM) were studied. Subjects providing responses to CPM items were 269 children aged 2 years 9 months to 11 years 8 months, most of whom were referred for testing as potentially gifted. A second sample containing 147 seventh-grade students, drawn from J. K. Gallini's study in 1983, was used to assess the utility of the regression developed using the first item sample. CPM item characteristics were defined and rated. Rasch item difficulties were used as the dependent variable with misfitting items omitted. All 15 item characteristics were entered in a regression equation using forced entry (multiple "R" of 0.90) and stepwise entry (multiple "R" of 0.88). When the same predictors were used with SPM items, the multiple "R" was 0.69. The poorest prediction occurred for items containing characteristics (such as line thickness) that were not captured by the coding system. The best prediction occurred for items in which the orientation of the figure or options was a crucial feature. Results are discussed with regard to psychological processes and use of item characteristics to create new test items. Two sample test items are included, and two tables and an appendix present data on item difficulties. (SLD)

**ED 333 017**                    TM 016 486
*Crowley, Susan L.   Thompson, Bruce*
**Evaluating the Replicability of Multivariate Assessment and Evaluation Results: A Review of Various Applications of the Cross-Validation Logic.**
Pub Date—2 Apr 91
Note—48p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Correlation, Educational Assessment, *Evaluation Methods, Factor Analysis, Literature Reviews, *Mathematical Logic, *Multivariate Analysis, Regression (Statistics), Reliability, Research Methodology, Statistical Significance
Identifiers—Cross Validation, Invariance Principle, *Research Replication, Sampling Error
Selected methods for evaluating the stability of research results empirically are described, especially with regard to multivariate analysis. It is critically important to evaluate the influences of sampling error on obtained results; statistical significance testing does not inform judgment regarding the probable replicability or the sampling specificity

of results. Data provided by K. J. Holzinger and F. Swineford (1939) are used to make the discussion more concrete. As a starting point, an example of a univariate invariance analysis is presented. Other techniques described and illustrated include: (1) multiple regression analysis; (2) factor analysis; and (3) canonical correlation analysis. Ten tables illustrate the data. An appendix contains the Statistical Package for the Social Sciences program used to implement the analyses. A 60-item list of references is included. (SLD)

**ED 333 018**                          TM 016 488
*Chou, Tungshan   Huberty, Carl J.*
**A Freshman Admissions Prediction Equation: An Evaluation and Recommendation.**
Pub Date—90
Note—43p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Entrance Examinations, *College Freshmen, Decision Making, *Equations (Mathematics), Grade Point Average, Grouping (Instructional Purposes), Higher Education, *Mathematical Models, Predictive Measurement, Predictive Validity, *Predictor Variables, Racial Differences, Sex Differences
Identifiers—*Freshman Admissions Prediction Equation, Scholastic Aptitude Test, University of Georgia
The effectiveness of the freshman admissions prediction equation (FAPE) at the University of Georgia (Athens) was studied, using data for 3,378 freshman (1,490 males and 1,888 females) in 1987-88. For the 1987-88 data, a previous (1982) prediction equation functioned poorly in terms of predictive accuracy. New prediction models were constructed using multiple regression techniques and analyzed in terms of: mean residual (average prediction error), mean absolute residual (average value of absolute prediction errors), standard deviation of the residuals (standard deviation of prediction errors), and misclassification rates (proportion of students who did and did not perform acceptably given that they were predicted not to and to do well, respectively). The predictors used include: verbal and mathematics scores on the Scholastic Aptitude Test, high school grade point average, gender, race, and high school grouping. The 1986-87 data for 3,177 freshmen (1,353 males and 1,824 females) were used to validate the effectiveness of two prediction models. Inclusion of gender, race, and high school grouping did not improve the predictive accuracy in terms of mean absolute residual, residual standard deviation, and misclassification rates; however, some improvement in reducing the mean residual was observed. Since some previous studies show that the effectiveness of predictors varies with institutional characteristics, the construction/implementation of the prediction model should consider gender, race, and high school grouping factors. Two ways of increasing a prediction equation's utility, and recommendations for FAPE users are proposed. Eleven tables, one graph, and an 18-item list of references are included. (RLC)

**ED 333 019**                          TM 016 491
**Texas Master Teacher Examination. Symposium Presented at the Annual Conference of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).**
National Evaluation Systems, Inc., Amherst, Mass.
Pub Date—Apr 91
Note—105p.
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Educational Legislation, Educational Objectives, Educational Policy, Elementary Secondary Education, Guides, History, *Master Teachers, Merit Pay, *Program Implementation, *Scoring, *State Programs, *Teacher Evaluation, Test Bias, *Test Construction, Testing Programs, Test Reliability, Test Validity, Writing Assignments
Identifiers—Open Ended Questions, *Texas Master Teacher Examination
Five papers presented at a symposium during the 1991 annual conference of the National Council on Measurement in Education explore the design, development, and implementation of the Texas Master Teacher Examination (TMTE) Program. Educational policymakers have begun to maintain that the professionalization of teaching can be substantially supported through such means as the assessment of teachers for higher level credentials, as

exemplified by the TMTE. The papers–all prefaced with the introductory title "The Texas Master Teacher Examination (TMTE)"–include: (1) "The Legal, Political, and Historical Basis" (M. Veselka, P. Tackett, and N. Wood); (2) "Test Design and Development Procedures" (W. P. Gorth, P. M. Nassif, and J. D. Mattar); (3) "Technical Characteristics" (S. M. Elliot, B. C. Appel, and E. J. Murphy); (4) "A Sustained Strategy for Preventing Potential Bias" (E. J. Murphy and S. M. Elliot); and (5) "Written Assignment Scoring Procedures" (S. L. Downs, B. F. de Hoyos, and M. B. Karlin). The TMTE preparation and registration manual for the 1990-91 administration is included. (SLD)

**ED 333 020**                          TM 016 495
*Hecht, Jeffrey B.*
**Least-Squares Linear Regression and Schrodinger's Cat: Perspectives on the Analysis of Regression Residuals.**
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Data Analysis, Evaluation Methods, *Least Squares Statistics, *Regression (Statistics)
Identifiers—DrawReg Computer Program, *Outliers, *Residuals (Statistics), Schrodingers Cat
The analysis of regression residuals and detection of outliers are discussed, with emphasis on determining how deviant an individual data point must be to be considered an outlier and the impact that multiple suspected outlier data points have on the process of outlier determination and treatment. Only bivariate (one dependent and one independent) models were investigated. A sufficient number of data points (240 pairs) was used to avoid interpretation problems associated with small data sets. The original data set was successively manipulated to include additional data points with increasingly larger degrees of extremeness, and potential outlier data points were added. To meet the demands of the data set modification, a computer program, DrawReg, was written in QuickBASIC. Outlier points could be viewed as belonging to one of five broad categories, and it was apparent that no single residual statistic could adequately account for all types. The use of multiple outlier detection techniques is recommended as part of the least-squares modeling process. The importance of the argument is illustrated through the discussion of the Schrodinger's Cat situation derived from quantum physics. Twelve tables and six figures illustrate the discussion. An appendix describes the DrawReg program. (SLD)

**ED 333 021**                          TM 016 496
*Pollanen, Seppo*
**Equity of Educational Achievement and School Effectiveness.**
Pub Date—[91]
Note—40p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Elementary School Students, *Equal Education, Ethnic Groups, *Factor Analysis, Grade 6, Intermediate Grades, Minority Groups, Outcomes of Education, Racial Differences, *Regression (Statistics), *School Effectiveness, Student Characteristics, Student Evaluation
Identifiers—*New York State Pupil Evaluation Program
The quantitative methods of regression and factor analysis were used to study the equity of educational outcome and the effectiveness of schools in 30 sixth-grade classrooms in western New York State. Equity of educational outcome refers to a situation in which educational achievement is fairly and justly distributed across racial and socioeconomic boundaries. The reading scores of the participating students (N=744) on the New York State Pupil Evaluation Program (PEP) test of May 1987 were used to define the relationship between student achievement and background. To study the relationship between equity of educational outcomes and school effectiveness, the dependent variable was the value that described the association between achievement and background. School effectiveness was studied using a set of school input variables often associated with educational achievement. The strength of the relationship between student achievement and background varied

considerably from one classroom to another. Findings on school effectiveness suggest that some variables conventionally used in effectiveness studies may not be positively related to the equity of educational outcomes. Implications for reducing inequities are discussed. Factor analysis and multiple regression techniques appeared appropriate for studies of educational equity. Six tables present study data. (SLD)

**ED 333 022**                          TM 016 501
*Holdzkom, David   And Others*
**Better Teaching for Better Learning: Student Achievement Results in a 4-Year Pilot Teacher Career Development Plan.**
Pub Date—Apr 90
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, March 16-20, 1990).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, Achievement Tests, *Career Development, Elementary Education, *Elementary School Students, Elementary School Teachers, Grade 3, Grade 6, Grade 8, Pilot Projects, Program Effectiveness, Program Evaluation, Public School Teachers, *State Programs, *Teacher Improvement, *Test Results
Identifiers—California Achievement Tests, *North Carolina Career Development Program
To assess the impact of the North Carolina Career Development Plan (CDP) on student achievement, results of the California Achievement Tests, administered annually in North Carolina public schools, were analyzed. The focus was on the performance of children in grades 3, 6, and 8 in the school years from 1985-86 through 1988-89 in 16 CDP units. Performance data were also analyzed for students in 15 matched units not participating in the CDP in order to isolate patterns in performance data that could not be attributed to chance or other reform efforts. When student achievement in CDP units was examined, the general tendency was toward improvement. Fewer CDP units in grades 3 and 8 scored below the national median in 1989 than in 1986. In the group of matched units, the same trend was apparent only for grade 3. Improvement was more likely for CDP units than for non-CDP units. In grade 3, 13 CDP and six non-CDP units improved; in grade 6, 12 CDP units improved or showed no change and eight non-CDP units improved; and in grade 8, 13 CDP and eight non-CDP units improved. Some of this improvement can be attributed to the CDP, although it is not clear how much gain in achievement can be allotted to CDP participation. Sixteen tables present achievement data. An 18-item list of references is included. (SLD)

**ED 333 023**                          TM 016 502
*Holdzkom, David   Kuligowski, Barbara*
**North Carolina's School Improvement and Accountability Act: A Description of Local District Proposals.**
Pub Date—Apr 91
Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Appendix A, the text of the North Carolina "School Improvement and Accountability Act," will not reproduce well.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, *Educational Improvement, *Educational Legislation, Elementary Secondary Education, Program Evaluation, School Districts, *School District Spending, *State Legislation, *Teacher Salaries
Identifiers—*North Carolina
Under the School Improvement and Accountability Act (SIAA) of 1989, North Carolina school districts developed plans for educational improvement. During the 1989-90 school year, 134 school districts developed responses to the SIAA, and all included differentiated teacher salary/pay plans. These pay plans are analyzed, and several generalizations are drawn. Six models for salary differentiation are described: certification, special assignment, task differentiation, merit, incentive, and school/student outcomes. It is contended that most of the pay plans did not demonstrate any virtue beyond acceptability; pay plans were largely characterized by an inability to differentiate among teachers. Plans were

generally short-term and supportive of current practice, with a limited focus on potential revision. For school improvement to take place, districts need to: (1) commit to improvement; (2) focus on inputs or outputs; (3) analyze changes expected for the next year; (4) identify accountability and the role of evaluation; and (5) study long-term projections. Two tables and one flowchart complement the text. A 30-item list of references is included. The SIAA, school improvement indicators established by the North Carolina State Board of Education, and a list of waivers submitted by local North Carolina school districts under the SIAA are appended. (SLD)

**ED 333 024**                    TM 016 504
*Cizek, Gregory J.*
**The Effect of Altering the Position of Options in a Multiple-Choice Examination.**
Pub Date—Apr 91
Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
Pub Type— Reports - Research (143) — Speeches/- Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, Comparative Testing, *Difficulty Level, Higher Education, *Licensing Examinations (Professions), Medicine, *Multiple Choice Tests, *Physicians, Specialists, Test Construction, *Test Format, Test Items
Identifiers—*Item Position (Tests)
A commonly accepted rule for developing equated examinations using the common-items non-equivalent groups (CINEG) design is that items common to the two examinations being equated should be identical. The CINEG design calls for two groups of examinees to respond to a set of common items that is included in two examinations. In practice, this rule has been extended to include the order in which options appear in the two examinations. The performance of a common set of items in which the order of options for one test form was experimentally manipulated was examined to determine if reordering multiple-choice item options resulted in any significant effect on item difficulty. Data from 759 subjects (graduates of medical specialty residency training programs) were gathered as part of the annual administration of a certification examination in a medical specialty area. Each subject responded to 20 multiple-choice items with a projected visual as the stimulus for each item. Examinees had to select from about 30 choices the option that correctly identified the projected visual. Two response booklet forms, differing only in that the position of the 20 options was scrambled, were used. A total of 380 examinees responded to Booklet A, and 379 examinees responded to Booklet B. One examinee was randomly excluded from the analyses for Booklet A. It was found that reordering items often has significant but unpredictable effects on item performance. A linkage is made to previous research on the "response set" construction, and cautions are suggested regarding the effect of reordering options. (SLD)

**ED 333 025**                    TM 016 506
*Mattsson, Hans*
**Tests in School–Seen through the Eyes of the Teachers.**
National Swedish Board of Education, Stockholm.
Report No.—ISSN-0345-5343
Pub Date—May 90
Note—19p.
Journal Cit—School Research Newsletter; n1 May 1990
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Teachers, Elementary Secondary Education, Foreign Countries, Grades (Scholastic), Interviews, Mail Surveys, Questionnaires, *Secondary School Teachers, *Teacher Attitudes, Testing Problems, *Test Use
Identifiers—*Sweden, Teacher Surveys
The role played by written tests in Swedish schools was studied through a survey of 1,817 eighth-grade teachers (the senior level of compulsory school in Sweden) and 589 teachers of the second year of upper secondary school in three counties in Sweden (the response rate was 75%). The survey was supplemented with 51 interviews of teachers at four schools. Topics addressed in the survey include: (1) teachers' reasons for using written tests; (2) occurrence of tests; (3) parameters that are measured by the tests (knowledge, application,

comprehension, production, or a combination of these parameters); (4) ways that tests are processed and analyzed; and (5) how test results are applied to school work. For the week specified in the survey (week 43 of 1987), 958 written tests were reported: 721 at the senior level of compulsory school, and 237 at the upper secondary school level. Students were administered about two tests a week, and these played an important part in awarding grades. It was difficult to gain any picture of the analysis or processing of tests. Use of the tests as an educational resource was seldom mentioned, although tests were reported to be used frequently for practice and revision purposes. Overall, tests were mainly used in determining grades. Two tables and three figures present study data. A 25-item list of references is included. (SLD)

**ED 333 026**                    TM 016 508
*Smith, Dennie L.    McNelis, Mary J.*
**Assessing the Impact of an Expanded Curriculum on Secondary Students and Teachers: Year Two.**
Spons Agency—Memphis State Univ., Tennessee. Center for Research in Educational Policy.
Pub Date—Apr 91
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Grade Point Average, High Schools, *High School Students, *School Schedules, *Secondary School Teachers, Standardized Tests, *Student Attitudes, *Teacher Attitudes, Time Blocks, Time Factors (Learning)
Identifiers—Hamilton County Public Schools TN, *Seven Period Day
The changes that occurred when a high school in Chattanooga (Tennessee) implemented a seven-period day in place of the traditional six periods were studied. The total time for instruction remained the same, but less time was available for specific subjects because each class was shortened by 10 minutes (from 55 to 45 minutes). Study participants were 853 (83%) of the 1,026 students and 54 (85%) of the 62 teachers. Quantitative and qualitative techniques were used to assess the impact of the changed school day. Achievement test scores and grade point averages were determined before and after the change. Onsite visits were conducted by researchers at the beginning and near the end of the school years 1987-88 through 1989-90 to administer Concerns Based Adoption Model techniques for monitoring/analyzing teacher concerns. In addition, both students and teachers completed the School Attitude Survey (SAS). Achievement data yielded inconclusive results in that standardized test scores and grade point averages were not consistent across assessment measures. The SAS revealed that students' attitudes about the change were generally more favorable than were those of teachers. In the second year of the investigation, teacher attitudes improved slightly. One positive finding was a decrease in dropout rate after the change. Implications of the findings for educational change are discussed. (SLD)

**ED 333 027**                    TM 016 510
*Everson, Howard T.    And Others*
**Test Anxiety in Different Curricular Areas: An Exploratory Analysis of the Role of Subject Matter.**
Pub Date—Apr 91
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/- Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, *College Freshmen, English, Higher Education, Language Tests, Likert Scales, *Mathematics Tests, *Science Tests, Social Studies, *Student Attitudes, *Test Anxiety
Identifiers—Self Report Measures, Worry Emotionality Scale (Morris Davis Hutchings)
Prior research suggests that the traditionally difficult academic subject matter, such as mathematics or the natural sciences, may evoke greater levels of evaluative (test) anxiety than curricular areas with easier content. These higher levels of anxiety may contribute to poor performance in mathematics and science courses. College freshmen's self-reported test anxieties were explored in four traditional academic curricular areas: (1) English; (2) mathemat-

ics; (3) science; and (4) social studies. It was hypothesized that students would report greater anxiety when they thought that mastery of a subject required precise answers rather than a general understanding of the subject matter. A total of 214 students (139 males and 75 females) attending a pre-freshman summer program at a major urban university were randomly assigned to groups in a 4 x 3 factorial design of subject matter by demand instructions. The Worry-Emotionality Scale was adapted to elicit students' anxiety concerning future college examinations in the four academic subjects. A five-item Likert-type scale was developed to determine students' perceptions about the difficulty of the academic subjects. Analysis of covariance results show that science elicited the highest levels of self-reported evaluative anxiety, after controlling for perceptions of subject matter difficulty. The effects for demand instructions were not significant. The implications of the results for both the role of test anxiety in science courses and the importance of subject matter in test anxiety research are considered. Three tables are included; the two scales are appended. (SLD)

**ED 333 028**                    TM 016 515
*Williams, John Delane*
**Developmental Models for Time of Testing x Cohort x Grade (Age) Research Designs.**
Pub Date—Apr 91
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age, *Cohort Analysis, *Educational Testing, Elementary Education, Elementary School Students, Equations (Mathematics), Longitudinal Studies, *Mathematical Models, *Multivariate Analysis, *Research Design, *Student Development
Identifiers—Missing Data
Missing data for a given cohort of students in a longitudinal study occurs for at least two reasons: either the student has moved or otherwise become unavailable for testing, or the cohort was not in the testing range at a given testing time. A developmental sampling for time of testing x cohort x grade research plan of testing is used to illustrate this point. K. W. Schaie's (1965) proposed set of solutions addressing the developmental models of age, period, and cohort is considered. While the model is logically a three-way situation, computational/logical difficulties led to analyzing three two-way analyses, initially avoiding the use of missing cells and subsequently including missing cells. A model for time of testing x cohort x grade (age) research designs is proposed that follows the full three-way model. After a synthetic data set for grade, cohort, and period for standardized scores is constructed, linear models in a regression solution are applied. To analyze the data for cell, grade, cohort, and period, the sets of two-way design are addressed. The issue of the subjects effect is addressed after the two-way layouts are completed. The problem can then be viewed as a: (1) cohort x time of testing design, (2) grade x time of testing design, and (3) grade x cohort design. The issue of partial repeated measures and consideration of only the repeated measures are discussed. Alternative hypotheses are evaluated, including a time of testing x cohort x grade design with partial subject control with weighted and unweighted means hypotheses. Ten data tables illustrate the different designs. A 17-item list of references is included. (RLC)

**ED 333 029**                    TM 016 528
*Yamamoto, Kentaro    Muraki, Eiji*
**Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.**
Pub Date—Apr 91
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability, *Estimation (Mathematics), Graphs, *Item Response Theory, Mathematical Models, Maximum Likelihood Statistics, Simulation, *Statistical Distributions
Identifiers—Ability Estimates, Item Parameters, National Assessment of Educational Progress, *Nonnormal Distributions

The extent to which properties of the ability scale and the form of the latent trait distribution influence the estimated item parameters of item response theory (IRT) was investigated using real and simulated data. Simulated data included 5,000 ability values randomly drawn from the standard normal distribution. Real data included the results for a random sample of 2,000 examinees on the age 13 mathematics trend assessments of the 1986 and 1988 National Assessments of Educational Progress. Results suggest that the prior distribution in marginal maximum likelihood estimation should be as close to reality as possible. Because of the lack of knowledge of the real ability distribution, it may be necessary to simultaneously estimate the multinomial ability distribution with the item parameters. When used with real data, this method is often unstable and sensitive to the initial values. A two-step procedure is recommended. First, converged model parameters are found using the normal prior distribution. Second, with these converged values as initial values, the multinomial ability distribution is estimated. Implications for IRT are discussed. Three tables and 10 graphs supplement the discussion. (SLD)

**ED 333 030**      TM 016 530
*Nandakumar, Ratna*
**Assessing Dimensionality of a Set of Items—Comparison of Different Approaches.**
Pub Date—Apr 91
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Identification, Comparative Analysis, Correlation, *Evaluation Methods, *Factor Analysis, High Schools, High School Students, Simulation, *Test Items
Identifiers—Armed Services Vocational Aptitude Battery, National Assessment of Educational Progress, *Unidimensionality (Tests)
Performance in assessing the unidimensionality of tests was examined for four methods: (1) W. F. Stout's procedure (1987); (2) the approach of P. W. Holland and P. R. Rosenbaum (1986); (3) linear factor analysis; and (4) non-linear factor analysis. Each method was examined and compared with the others using simulated and real test data. Seven data sets were simulated, three unidimensional and four two-dimensional, all with 2,000 examinees. Two levels of correlation between abilities were considered. Eight different real test data sets were used: four were unidimensional, and four were two-dimensional. Real data came from the National Assessment of Educational Progress tests for U.S. history and literature for grade 11 and from the Armed Services Vocational Aptitude Battery for grade 10 for arithmetic reasoning and general science. Findings suggest that, while linear factor analysis overestimated the number of underlying dimensions, the other three methods correctly confirmed unidimensionality but differed in their ability to detect a lack of dimensionality. Stout's procedure showed excellent power in detecting a lack of unidimensionality. Holland and Rosenbaum's procedure and the non-linear factor analysis approach showed good power provided the correlation between abilities was low. A 40-item list of references is included. Four tables present study data. (SLD)

**ED 333 031**      TM 016 532
*Tallmadge, G. Kasten*
**Randomized Field Experiments in Education.**
Pub Date—Apr 91
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attrition (Research Studies), Control Groups, Dropout Programs, *Educational Experiments, Educational Research, Experimental Groups, *Field Studies, Matched Groups, *Program Evaluation, Research Design, Research Methodology, *Research Problems, *Sample Size, Sampling
Identifiers—*Randomized Experiments
Problems with conducting randomized field experiments in education are explored. Focus is on problems encountered while evaluating a group of dropout prevention projects. Project planners were asked to manipulate the subject eligibility criteria

until they identified as eligible three to four times as many students as they could serve. They were instructed to recruit all of them, allowing for the possibility that between 25% and 50% of the those eligible would not apply. A lottery would be used to identify students to be served. Students not selected for the intervention might display "resentful demoralization," acting as though some negative intervention had occurred. Techniques to alleviate this demoralization are discussed. Other problems of attrition in subject numbers included non-random group reassignment by a project director, and failure to track students who left the school or the area. It is concluded that implementing randomized control group designs is difficult and that a perfect experiment of this type can not be implemented. However, with care, the approach can be managed. (SLD)

**ED 333 032**      TM 016 535
*Myford, Carol M.*
**Judging Acting Ability: The Transition from Novice to Expert.**
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). For a related document, see TM 016 536.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ability, *Acting, *Aesthetic Values, Art Criticism, Comparative Analysis, Drama, Evaluation Methods, *Evaluators, High Schools, High School Students, Individual Development, Interrater Reliability, Matched Groups, Secondary School Teachers, Student Evaluation, *Value Judgment, Videotape Recordings
Identifiers—*Experts, Performance Based Evaluation
The aesthetic judgments of experts (casting directors and high school drama teachers), theater buffs, and novices were compared as they rated high school students' videotaped performances of Shakespearean monologues. It was hypothesized that theater buffs would represent an intermediate stage on the path to developing expertise in judging acting ability. The judge sample (N=27) included nine experts, nine theatre buffs, and nine novices, with each expert being matched with a theatre buff and novice of the same sex and approximately the same age and level of education. All of the judges viewed eight high school students' videotaped performances of 2-minute long monologues twice, rated the videotapes, and completed the 36-item Judging Acting Ability Inventory developed for this study. One month later, each judge viewed the same eight videotapes of the student performances twice, and again completed the rating and sorting tasks. Theater buffs did represent an intermediate stage in the development of expertise in judging acting. Their measures of contestant ability were significantly different than those of the experts and novices, with more similarities to the ratings of experts. Theatre buffs were also better at replicating their results at a second session than were novices, but they did not perform as well as did the experts. Implications of the results for the judgment of aesthetic experience are discussed. Three tables, two graphs, and a 38-item list of references are included. (SLD)

**ED 333 033**      TM 016 536
*Myford, Carol M.*
**Assessment of Acting Ability.**
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). For a related document, see TM 016 535.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ability, *Acting, *Aesthetic Values, Art Criticism, Comparative Analysis, Drama, Evaluation Criteria, Evaluation Methods, *Evaluators, High Schools, High School Students, Interrater Reliability, Matched Groups, Performance Factors, Secondary School Teachers, *Student Evaluation, *Value Judgment, Videotape Recordings
Identifiers—Experts, *Performance Based Evaluation
The aesthetic judgments of experts (casting directors and high school drama teachers), theater buffs, and novices were compared as they rated the videotaped performances of high school students performing Shakespearean monologues. Focus was on

going beyond the determination of between-judge agreement to determine whether there were objective criteria that could differentiate the group ratings of the students. Three questions were posed: (1) whether the item calibrations for the experts, theatre buffs, and novices were significantly different; (2) whether the contestant ratings differed; and (3) whether the groups differed in the harshness with which they rated abilities. The judge sample (N=27) included nine experts, nine theatre buffs, and nine novices, with each expert being matched with a theatre buff and novice of the same sex and approximately the same age and level of education. All of the judges viewed eight high school students' videotaped performances of 2-minute long monologues twice, rated the videotapes, and completed the 36-item Judging Acting Ability Inventory developed for this study. One month later, each judge viewed the same eight videotapes of the student performances twice, and again completed the rating and sorting tasks. With a few exceptions, theatre buffs and novices were as capable as experts in using the rating standards when they were explicit and in comprehensible language. Experts did rate some performances differently, showing evidence of multiple criteria for judging a performance. Experts also rated performers more harshly, suggesting the application of more professional standards. Implications for the study of expertise in aesthetic judgment are discussed. Eight tables and four graphs illustrate the study. (SLD)

**ED 333 034**      TM 016 542
*Junker, Brian W. And Others*
**Structural Robustness and Ability Estimation in Item Response Theory: A Survey.**
Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.; Office of Naval Research, Arlington, Va.
Pub Date—Apr 91
Contract—NIMH-MH15758; ONR-N00014-90-J-1984; ONR-N00014-91-J-1208
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ability, *Equations (Mathematics), *Estimation (Mathematics), *Item Response Theory, Literature Reviews, *Mathematical Models, Maximum Likelihood Statistics, *Robustness (Statistics), Theory Practice Relationship
Identifiers—Ability Estimates, *Local Independence (Tests), Unidimensionality (Tests)
Some item response theory (IRT) techniques work in applications even though the usual structural IRT assumptions, and local independence (LI) in particular, do not hold. When the departure from LI is too great, traditional procedures will break down. Although violations of strictly unidimensional, monotone, locally independent latent structure can sometimes be modeled and exploited, many situations call for a unidimensional approach that is tolerant of minor violations of strict unidimensionality. Departures from strict unidimensionality can be detected, and the influence of these departures on a variety of LI-based ability estimators can be measured. A convenient universe of models near the LI model in which to investigate structural robustness issues is provided by the essential unidimensionality modeling approach of W. F. Stout (1990). Theoretical results underpinning the approach are surveyed. Work in progress to apply these results in practical settings is described; the goal is to develop guidelines for the detection of departures from unidimensionality. Three data tables and 10 figures illustrate the discussion. A 33-item list of references is included. (Author/SLD)

**ED 333 035**      TM 016 543
*Washington, Ernest D.*
**Public and Private Language Games as Mental States: Wittgenstein's Contribution to the Qualitative Research Tradition.**
Pub Date—91
Note—37p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Processes, Computation, *Games, Memory, Pain, *Philosophy, *Qualitative Research, Reading, *Thinking Skills
Identifiers—Mental Representation, Private Lan-

guage, Public Language, Wittgenstein (Ludwig)

An interpretation is provided of the philosopher L. Wittgenstein's analyses of mental states. The theoretical implications of these analyses for cognitive development and qualitatively oriented researchers are discussed. The mental states examined are: (1) pain; (2) remembering; (3) calculating/adding; (4) following a rule; and (5) reading. Wittgenstein proposes that mental states have their origins in the activities of daily life and the shared agreements of community rather than a priori mental conditions. By setting mental states into the routines of daily life, Wittgenstein takes the position that mental states are products of the relations between the individual and the social world. Mental states are conceptualized as primary and secondary language games. Primary language games consist of shared activities open to public view, while secondary language games are those that take place within the mind, as thinking skills. As an example, it is suggested that individuals learn to add with objects–a public language game–before they learn to add in their heads–a private language game. Rules, symbols, meaning, beliefs, and role models of language games are discussed. Philosophical themes of mental states are described, including clarity of description, the disunity thesis, parallelism, and the relationship between the mental and physical realms. A 28-item list of references is included. (Author/SLD)

**ED 333 036**                          TM 016 545

Moore, Mary Ann

The Place of Significance Testing in Contemporary Social Science.

Pub Date—3 Apr 91

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Interpretation, Educational Research, *Effect Size, Research Methodology, *Research Problems, *Sample Size, *Social Science Research, *Statistical Significance

This paper examines the problems caused by relying solely on statistical significance tests to interpret results in contemporary social science. The place of significance testing in educational research has often been debated. Among the problems in reporting statistical significance are questions of definition and terminology. Problems are also found in the use, as well as the reporting, of significance testing. One of the most important problems is the effect of sample size on significance. An example with a fixed effect size of 25% and samples containing 22, 23, and 24 people illustrates these effects. The issues of validity and reliability in significance testing with measurement studies are considered. Although these problems are widely recognized, publishers show a clear bias in favor of reports that claim statistical significance. Researchers need to recognize the limitations of significance testing. Effect size statistics aid in the interpretation of results and provide a guide to the relative importance of the study. Two tables illustrate the effects of sample size. A 22-item list of references is included. (SLD)

**ED 333 037**                          TM 016 547

Seita, John R.

The Evaluation Center Cube: A Classification Tool.

Pub Date—Apr 91

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Community Programs, Early Intervention, Evaluation Methods, *Models, *Program Evaluation, *Research Methodology

Identifiers—*Evaluation Center Cube, *Graphic Representation, Kellogg Foundation

An evaluation tool, the Evaluation Center Cube (ECC), is presented as a vehicle for establishing an analytic framework and uniting evaluation strategies. The ECC was developed in response to the Kellogg Foundation's need to categorize community-initiated funding proposals. As a classification tool, it facilitates proposal analysis and is comprehensive in encompassing the array of what normally would be windows of opportunity for interventions to benefit youth. The three-dimensional logical structure considers projects by: (1) age; (2) develop-

mental area; and (3) community system providing the service. There are nine age categories and seven developmental domains. The community systems dimension contains eight sub-dimensions: (1) religious; (2) education; (3) justice; (4) public works; (5) economic development; (6) health services; (7) social services; and (8) housing. The ECC represents the first step in needs assessment, information dissemination regarding existing community based programs, and analysis of newspaper coverage of youth programs. It provides an easily understood graphic depiction of beneficiaries of foundation funding, and it may provide a model for other organizations evaluating programs. The ECC is illustrated in figure 1. (SLD)

**ED 333 038**                          TM 016 561

Bradley, Raymond T.  And Others

The Effects of Number of Score Groups and Score Group Size on the Mantel-Haenszel Alpha.

Pub Date—Apr 91

Note—54p.; A previous version of this paper was presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Ethnicity, *Groups, *Licensing Examinations (Professions), Minority Groups, Multiple Choice Tests, Sample Size, Scores, *Scoring, *Test Interpretation, Test Results

Identifiers—*Alpha Coefficient, *Mantel Haenszel Procedure, Post Hoc Methods

Test data from a large licensure examination were used to investigate the impact of the number of score groups and score group size on the Mantel-Haenszel (MH) alpha statistic. Two kinds of quasi-experimental studies were conducted: (1) baseline MH analyses in which the number of score groups and the ethnicity of each randomly equivalent reference-focal group pair were held constant while score group size was systematically reduced from 50 cases to 5 cases per score group; and (2) majority group versus minority group MH analyses in which both the number of score groups and ethnicity varied as the minimum score group size was reduced from 50 cases to 10 cases per score group. The responses of 68,458 candidates to 299 multiple-choice items in a licensure examination administered in 1988 were analyzed in both studies. The results from both kinds of studies show that alpha behavior remained remarkably stable as score group size was reduced. A post hoc MH analysis extending these conditions to their logical extreme–a minimum score group size of one case and a maximum score interval of a single raw score point–also show that the alpha statistic remained stable. Fifteen tables and two graphs illustrate the analyses; and an appendix of two tables summarizes the post hoc analyses. (Author/SLD)

**ED 333 039**                          TM 016 565

Hansen, Joe B.  Hathaway, Walter E.

A Survey of More Authentic Assessment Practices.

Pub Date—4 Apr 91

Note—92p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Assessment, Educational Policy, Educational Practices, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, *Mail Surveys, *Measurement Techniques, Organizations (Groups), Questionnaires, School Districts, *Test Use, *Whole Language Approach

Identifiers—*Authentic Assessment, Canada, United States

Information was gathered to determine the extent to which more authentic education assessments, including whole language assessments, are being implemented, and to identify which organizations conduct authentic education assessments. Materials used by the surveyed organizations were collected and catalogued into a compendium of authentic assessment techniques. A conceptual framework was developed for characterizing the stage of development an organization attained with respect to authentic assessment; this framework ranged from the initial policy decision through making the assessment operational. A questionnaire was mailed to

individuals representing 433 educational organizations and businesses in the United States, Canada, and several other countries. Representatives were asked what they were doing to answer the call for more authentic assessment and, more specifically, how they were addressing the call for more whole language assessment. A total of 110 organizations responded positively to either of the two questions administered, a response rate of 25.4%. Of these, 106 respondents indicated that they were attempting more authentic assessment, with 75 attempting whole language assessment. Forty-one organizations submitted materials to be catalogued. In general, assessments were in the developmental stage, with relatively little full implementation. Seven tables contain study data. Appendix A presents the survey questionnaire, and Appendix B lists 55 abstracts of the materials submitted. (SLD)

**ED 333 040**                          TM 016 568

Appenzellar, Anne B.  Kelley, H. Paul

Validity Study of the U.T. Austin Test for Credit in Chinese: Spring and Fall 1985 and Spring 1986. RB-86-5.

Texas Univ., Austin. Measurement and Evaluation Center.

Pub Date—Sep 90

Note—76p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advanced Placement, *Chinese, *College Students, Comparative Testing, *Equivalency Tests, Higher Education, Introductory Courses, *Language Tests, Prior Learning, *Student Placement, Test Construction, *Test Validity

Identifiers—Placement Tests, *University of Texas Austin

A test to be used for placement of students at the University of Texas (UT), Austin, in lower-level courses in Chinese and to award credit-by-examination in some courses was developed, and its validity was tested. Faculty members from the Department of Oriental and African Studies and the Measurement and Evaluation Center of the UT constructed a test with a 20-item listening section (modern standard Mandarin) and a 50-item reading section. The developed test was administered three times in validity studies as follows: (1) in spring 1985 to 56 students, 17 of whom were Chinese speakers; (2) in fall 1985 to 87 students, 18 of whom spoke Chinese; and (3) in spring 1986 to 68 students, 16 of whom spoke Chinese. Test scores were compared with course grades. Results indicate that faculty members' concerns about placement of students in lower-level courses were appropriate. Speakers of Chinese achieved higher scores on the placement test and received higher grades in each course than did non-Chinese speakers. For decision scores to determine student placement in the future, faculty members derived a set of scores for each of the four lower level courses. Twenty-two tables and one bar graph contain data from the studies. Five appendices present additional information, including 21 tables of descriptive statistics and the handout for students describing the credit-by-examination program. (SLD)

**ED 333 041**                          TM 016 571

Marso, Ronald N.  Pigge, Fred L.

Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.

Pub Date—Apr 91

Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Comparative Analysis, Elementary School Teachers, Elementary Secondary Education, *Group Testing, Mail Surveys, Principals, Program Evaluation, *Public Schools, School Surveys, Secondary School Teachers, *Standardized Tests, Supervisors, *Teacher Attitudes, *Testing Programs, Test Use

Identifiers—*Test Directors

The perceptions of testing directors, school principals, teacher supervisors, and classroom teachers concerning the actual purposes of public school standardized group testing programs were studied. Surveys were mailed to superintendents in 97 randomly selected public school districts. The superintendents forwarded survey packets to selected

principals and supervisors; standardized testing program directors; and elementary school and secondary school principals, who forwarded survey packets to selected classroom teachers. A total of 505 respondents from non-vocational public schools (82 testing directors, 48 teacher supervisors, 157 building principals, and 218 elementary school and secondary school classroom teachers) rank ordered statements describing the purposes of their school testing programs. In contrast to the results of previous research findings, it was found that most educators appropriately perceive the primary purpose of testing programs to be for classroom instructional use. Additionally, it was found that: teacher supervisors' perceptions of the importance of various purposes of testing programs differed sharply from other educators' perceptions and appeared to be in direct conflict with their role as instructional leaders; elementary school and secondary school educators' perceptions of testing purposes sharply differed from each other; and testing directors' perceptions of testing program purposes varied with the extent and nature of their training in testing and evaluation. Five data tables and a 24-item list of references are included. (Author/RLC)

**ED 333 042**     **TM 016 582**
*Natriello, Gary And Others*
**Creating More Responsive Student Evaluation Systems for Disadvantaged Students. Report No. 15.**
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 91
Contract—RI17R90002
Note—18p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Disadvantaged, *Educational Assessment, Elementary School Students, Elementary Secondary Education, Evaluation Problems, Guidelines, Secondary School Students, *Student Evaluation, Testing Problems
Identifiers—*Performance Based Evaluation, *Responsive Evaluation
This paper examines the evaluation of student performance (SP) in schools in order to develop a set of strategies for creating more responsive systems for its evaluation, focusing on disadvantaged students. Problems involved in the evaluation of the performance of disadvantaged students are examined, including: evaluation purposes (direction, motivation, certification, and selection) that are in conflict; task assignments that are overly routine; criteria that are unclear and narrow; standards that deny disadvantaged students the feeling of competence; testing practices that provide limited information on SP; appraisals that limit teacher discretion; feedback that is too limited; and the absence of planning for the improvement of SP. Elements of a more responsive evaluation system for at-risk students include: attention to the purposes of direction and motivation; consideration of tasks prior to developing the evaluation process; broad criteria tapping multiple abilities, processes, and non-academic domains; standards that are challenging yet attainable; a broader range of information and more varied collection techniques; more efficient methods of collecting information on SP; appraisals that involve teacher discretion and broader teacher participation; more detailed feedback; new ways of presenting certification/selection information to students and new ways of presenting direction/motivation to others; and improvement plans that offer opportunities and resources. A 59-item list of references is included. (RLC)

**ED 333 043**     **TM 016 583**
*Davison, Mark L. Chen, Tsuey-Hwa*
**Parameter Invariance in the Rasch Model.**
Pub Date—3 Apr 91
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Equations (Mathematics), *Estimation (Mathematics), Factor Analysis, Item Response Theory, *Mathematical Models, Mathematics Tests, *Regression (Statistics), Simulation, *Test Interpretation, Test Results
Identifiers—Ability Estimates, *Invariance Princi-

ple, Item Parameters, Paired Comparisons, *Rasch Model
This paper explores a logistic regression procedure for estimating item parameters in the Rasch model and testing the hypothesis of item parameter invariance across several groups/populations. Rather than using item responses directly, the procedure relies on "pseudo-paired comparisons" (PC) statistics defined over all possible pairs of items. Methods of computing the PC statistics in non-independent and independent fashions are described. Two simulation studies were conducted. Both studies used a 2 x 2 factorial design in which the number of items (6 or 11) and the number of subjects (100 or 500) varied. There were 100 replications in each cell of the design, and for each replication, two samples of ability parameters were randomly drawn from a standard normal distribution. In the first study, the PCs were computed in a non-independent fashion. In the second study, the PCs were computed in an independent fashion; however, only the two cells involving 500 subjects had been analyzed to date. The results of these studies suggest that the procedure yields negligibly biased estimates of item difficulty parameters even with small numbers of items. The simulation data were used to compare the distribution of observed test statistics under the null hypothesis of invariant item parameters across groups to the theoretical Student's t-distribution and the theoretical chi-square distribution. An application to sixth-grade mathematics achievement data for 178 fall mathematics test takers and 153 spring mathematics test takers is presented. Five data tables and a 15-item list of references are included. (Author/RLC)

**ED 333 044**     **TM 016 586**
*Igoe, Ann R. Sullivan, Howard*
**Gender and Grade-Level Differences in Student Attributes Related to School Learning and Motivation.**
Pub Date—Apr 91
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Attribution Theory, Comparative Testing, Grade 7, Grade 9, Grade 11, *Learning, Likert Scales, Locus of Control, Secondary Education, *Secondary School Students, Self Efficacy, *Sex Differences, Student Attitudes, *Student Motivation, Surveys
Identifiers—Self Report Measures
Descriptive data were collected from male and female students in grades 7, 9, and 11 on five learner attributes commonly reported as influencing student learning and/or motivation: desire for approval of others, attribution of success or failure, desire for challenge in academic settings, perceived self-competence in school settings, and locus of control for learning activities. A 55-item 4-point Likert-type scale was developed—the Student School and Work Survey (SSWS). The SSWS was administered to 93 males and 106 females in grade 7, 96 males and 128 females in grade 9, and 105 males and 104 females in grade 11 at a high school in a large southwestern suburban school district. Pearson product moment correlation coefficients were computed for the 15 questions (3 per attribute) contained in the learner attribute section of the SSWS. These inter-item correlations revealed that, with one exception, correlations among pairs of items within a particular learner attribute were consistently significant beyond the 0.001 level and were consistently higher than were correlations with items assessing the other attributes. Females showed a higher desire than males for approval and challenge in school-related tasks. Data for males and females concerning attribution did not differ significantly, but reflected higher internal than external attribution for success in school. Relatively high levels of self-competence on school tasks and locus of control were found for both sexes. Compared to younger students, older students take less responsibility for their learning, desire less personal challenge, care less about the approval of others, and feel less school-related competence. Three data tables, two graphs, and a 20-item list of references are included. (RLC)

**ED 333 045**     **TM 016 614**
*Cook, Nancy R. And Others*
**Evaluation and Validation: A Look at the Program Effectiveness Panel.**
Pub Date—91

Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Certification, *Data Analysis, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluators, Federal Government, Government Role, *Program Effectiveness, Program Evaluation, *Research Design, *Validated Programs
Identifiers—Department of Education, *Program Effectiveness Panel, Validation Verification and Testing Techniques
The work of the Program Effectiveness Panel (PEP) of the United States Department of Education was examined. The PEP is the Department of Education's primary means of certifying or validating the effectiveness of educational programs. Thirty-three educational programs were validated by the PEP between January 1988 and December 1990. Over time, about 60% of applicant programs have been approved. A content analysis of successful program submittals and summaries of panelists' comments indicated that claims of student achievement were frequent and that the domains of achievement varied widely from basic academic areas (such as reading, mathematics, and science) to knowledge of such content as parenting practices, the visual arts, the law, and problem solving skills. Sources of evidence varied as well, from commercial tests and performance assessment to observation and interview data, school records, and attitudinal instruments. Several flaws in evaluation design in unsuccessful submittals were found by PEP members. These often included: (1) failure to assess the persistence of effects; (2) small magnitude of results; and (3) incorrect or inadequate analytic procedures. The PEP is notable for its focus on measured effects of programs. Its validation is an important component of federal efforts to disseminate exemplary programs and practice. Attachment A lists the name, claims summary, instruments used, and comparisons for each of 13 projects approved/validated between January 1988 and December 1989 by the PEP. (SLD)

**ED 333 046**     **TM 016 615**
*Linacre, John Michael*
**Structured Rating Scales.**
Pub Date—Apr 91
Note—15p.; Paper presented at the International Objective Measurement Workshop (6th, Chicago, IL, April 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Difficulty Level, *Equations (Mathematics), *Mathematical Models, *Rating Scales, Scaling, Test Construction, *Test Format, Test Items
A rating scale can be expressed as a chain of dichotomous items. The relationship between the dichotomies depends on the manner in which the rating scale is presented to the test taker. Three models for ordered scales are discussed. In the success model, which represents growth, the lowest or easiest category is presented first. If the test taker succeeds, consecutively higher, more difficult categories are presented until the test taker finally fails or all categories have been presented. In the failure model, which represents mastery, the highest and most difficult category is presented first. If the test taker fails, consecutively lower and easier categories are presented until the test taker finally succeeds or all categories have been presented. In the D. Andrich model, which represents attitude and other closed rating scales, all categories are presented simultaneously and the test taker selects the one most germane. One table and four graphs are included. (Author/SLD)

**ED 333 047**     **TM 016 616**
*Linacre, John Michael*
**Constructing Measurement with a Many-Facet Rasch Model.**
Pub Date—Apr 91
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Equations (Mathematics), Evaluators, Item Response Theory, *Mathematical Models, Psychometrics, Rating Scales, *Test Construction, Test Reliability, Test Validity
Identifiers—*Rasch Model

The psychometric objections to using essays and other subjective tests for measurement can be overcome by a many-facet Rasch model. This model enables judge-awarded grades to be transformed from their arbitrary, local, non-linear rating scale form into linear measures with explicit generalizable meaning of specifiable reliability (standard error) and validity (fit). Flexible judging plans and accommodation for missing data simplify application. Quality control over the judging processing is readily available through meaningful fit statistics. The following is a sample many-facet Rasch model for an essay examination, using a rating scale of M + 1 ordered response categories with "0" labeling the lowest and "M" labeling the highest: B(sub n) is the ability of examinee "n"; D(sub i) is the difficulty of item "i"; C(sub j) is the severity of judge "j"; and F(sub k) is the difficulty of the step up from category k-1 to category k, and k = 1,M. A maximum likelihood estimate is obtained when the expected marginal score for observations in which the parameter participates is set equal to the observed score. It is concluded that the many-facet model can be applied to any testing situation in which the constituent components can be conceptualized to combine additively to govern the raw rating category responses. Six figures are included. (Author/SLD)

**ED 333 048**                    TM 016 617
*Linacre, John Michael    And Others*
**Criterion-Sensitive Measurement: A Study in Multi-Dimensionality.**
Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Apr 91
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criterion Referenced Tests, *Disabilities, Evaluation Criteria, *Patients, Physical Disabilities, *Rating Scales, *Rehabilitation
Identifiers—*Functional Independence Measure (Forer et al), Multidimensional Discrimination, Rasch Model
The Functional Independence Measure (FIM) of S. Forer and others (1987) records the degree of disability of rehabilitation patients between "Total Dependence" and "Complete Independence." Using the FIM, ratings on a seven-point scale are made by therapists and other expert care-providers at the time of patient admission to rehabilitation, at the time of patient discharge from rehabilitation, and at a follow-up assessment several weeks after discharge. The effectiveness of the rehabilitation program is measured by comparing the FIM scores for a patient at admission and at discharge. Rasch analysis of the admission or discharge FIM ratings of a sample of 33,646 patients shows that the 18 items of the FIM do not define a single statistical variable. Analysis highlights two statistically and substantively different variables: (1) disability in motor functions; and (2) disability in cognitive functions. Separate Rasch analysis of these two variables confirms this conclusion and suggests further refinements that would increase FIM usefulness. Three tables contain study data. The FIM is presented. (Author/SLD)

**ED 333 049**                    TM 016 625
*Auzmendi, Elena*
**Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.**
Pub Date—Apr 91
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Measures, *College Students, Foreign Countries, Higher Education, Mathematics Anxiety, *Predictor Variables, Pretests Posttests, *Statistics, *Student Attitudes, *Test Construction, Test Validity
Identifiers—*Spain
A multifactorial scale of attitudes toward statistics was developed, and factors related to attitudes toward statistics (objective and subjective mathematics background, anxiety, spatial ability, expectations, motivation, attitudes toward computers,

teacher and course evaluation, sex and sex-role stereotypes, and major) were investigated for college students in Spain. Twenty-five items for assessing five different dimensions (motivation, enjoyment, anxiety, confidence, and usefulness) were incorporated into a multifactorial scale—the Multifactorial Scale of Attitudes toward Statistics (MSAS). Then, two studies were conducted. In the first study, the MSAS was administered to 101 undergraduates. Coefficient alpha was between 0.60 and 0.87 for the different factors and the total scale. Evidence concerning the validity of the instrument came from its correlation (0.84) with another measure of attitudes toward statistics. The subjects for the second study were 2,052 students from various disciplines enrolled in introductory statistics courses at two universities in Spain in the 1989-90 academic year. During the pretest (at the beginning of the course) and during the posttest (at the end of the course), several instruments were administered to students to measure factors similar to those investigated in the first study that might have a bearing on attitude toward statistics. Regression analyses determined predictors of attitudes toward statistics. Predictive factors before the course included: expectations of success and failure; attitudes toward computers; objective and subjective background; motivation; and state anxiety. Predictive factors at the end of the course included: expectations of success and failure; subjective and objective background; level of the subject; and teacher and course evaluation. Eight tables present study findings. A 25-item list of references is included. (SLD)

**ED 333 050**                    TM 016 648
*Kim, Seock-Ho    Cohen, Allan S.*
**Effects of Linking Methods on Detection of DIF.**
Pub Date—Apr 91
Note—33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Chi Square, Comparative Analysis, Equations (Mathematics), Estimation (Mathematics), *Evaluation Methods, *Item Bias, Item Response Theory, *Mathematical Models, *Sample Size, Simulation
Identifiers—Item Characteristic Function, Item Parameters, *Linking Metrics
Studies of differential item functioning (DIF) under item response theory require that item parameter estimates be placed on the same metric before comparisons can be made. Evidence that methods for linking metrics may be influenced by the presence of differentially functioning items has been inconsistent. The effects of three methods for linking metrics on detection of DIF were studied. The methods included: (1) a weighted mean and sigma method; (2) the test characteristic curve method; and (3) the minimum chi-square method. Both iterative and non-iterative linking procedures were compared for each method. A two-parameter logistic item characteristic model was used to generate eight simulated data sets. A 60-item test and sample sizes of 300 and 600 were generated for each data set. Results indicate that detection of DIF following linking via the test characteristic curve method gave the most accurate results when the sample size was small. When the sample size was large, results for the three methods were essentially the same. Iterative linking provided a substantial improvement in detection of DIF over non-iterative linking. A 28-item list of references is included. Seven tables present study findings, and an appendix summarizes the three methods. (Author/SLD)

**ED 333 051**                    TM 016 784
*Arter, Judy*
**Performance Assessment: What's Out There and How Useful Is It Really?**
Northwest Regional Educational Lab., Portland, OR. Test Center.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 91
Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Selection criteria table (10 pages) contains very small type.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Evaluative (142) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Bibliogra-

phies, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, *Evaluation Utilization, Listening Skills, *Performance, *Portfolios (Background Materials), Speech Skills, *Test Construction, Test Reviews
Identifiers—*Alternative Assessment, *Performance Based Evaluation
Some observations are offered about alternative assessment devices, performance assessments in particular. The act of conducting alternative assessment does not automatically ensure good assessment. Users must become knowledgeable consumers of published alternative assessment tools and developers of local and classroom assessments. Performance and other alternative assessments are a useful part of the assessment arsenal; they must be carefully integrated into large-scale assessments and the public must become educated consumers of the information offered by alternative assessment. Annotated bibliographies of 117 articles about alternative assessment gathered by the Test Center of the Northwest Regional Educational Laboratory are included in the following areas: (1) mathematics; (2) reading; and (3) portfolios. Charts summarize assessment instruments, anthologies, achievement tests in speaking and listening, and educational agencies interested in alternative assessment. Criteria for selecting and reviewing assessment tools in speaking and learning are also summarized in tabular form. (SLD)

**ED 333 052**                    TM 016 895
*Barton, Paul E.    Coley, Richard J.*
**Performance at the Top: From Elementary through Graduate School. Policy Information Report.**
Educational Testing Service, Princeton, NJ. Policy Information Center.
Pub Date—91
Note—72p.; For a related document, see "The Education Reform Decade": ED 326 549.
Available from—Educational Testing Service, Publications Order Service, P.O. Box 6736, Princeton, NJ 08541 ($6.00; make check or money order payable to the Educational Testing Service).
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, Achievement Tests, *College Students, *Elementary School Students, Elementary Secondary Education, Graduate Study, Graphs, *High Achievement, Higher Education, Mathematics Achievement, National Surveys, Performance, *Profiles, Reading Achievement, Sciences, *Secondary School Students, Statistical Data, Tables (Data), Test Results, Trend Analysis
Identifiers—National Assessment of Educational Progress
Available information, largely for selected years in the 1970s through 1990, on academic performance at the highest levels of achievement is summarized for elementary through graduate school levels. Profiles of students who performed well on particular measures of academic achievement or attained advanced degrees are provided. Data were obtained from testing programs administered by the Educational Testing Service including statistics from the National Assessment of Educational Progress. At the elementary school level (9 year olds), the level of highest achievement in reading, mathematics, and science has not varied greatly from assessments in the 1970s. At the junior high school level (13 year olds), it was apparent that achievement in mathematics and science lags behind some other countries. At the high school level, few students demonstrated high levels of performance. More associate's and bachelor's degrees were awarded in 1988 than in 1978, but fewer master's degrees were granted. The increase in doctoral degrees and first professional degrees did not keep pace with population growth. Thirty-nine figures illustrate students' performance. An appendix contains 21 tables of supplemental data. (SLD)

# UD

**ED 333 053**                    UD 027 155
**Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions.**
State Univ. of New York, Stony Brook.
Pub Date—23 Jan 89
Note—35p.
Pub Type— Reports - Evaluative (142) — Informa-

tion Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abstracts, *American Indians, Black Students, Conferences, Graduate Students, Higher Education, Hispanic Americans, *Minority Groups, *Policy Formation, Scholarship, *School Holding Power, *Student Recruitment
Identifiers—*African Americans, *Latinos

This two-part document presents recommendations for meeting the national need for African American, American Indian, and Latino scholars, and reports on a conference on the role of college faculty in meeting that need. Part 1, "Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions," emphasizes that college and university administrators and trustees, professional associations and accrediting agencies, and state and Federal governments, as well as faculty, determine who will be successful in scholarly careers. Recommendations and actions are suggested for the following groups: (1) federal government; (2) state governments; (3) professional and accrediting agencies; (4) institutions of higher education; and (5) faculty. A list of 25 references is included. A list of Federal goals for graduate education and a summary of successful approaches to faculty diversity in California are appended. Part 2, "Summary Report: The Stony Brook Conference on the Role of Faculty in Meeting the National Need for African American, American Indian, and Latino Scholars," summarizes a three-day conference held in November 1988 that emphasized the faculty role. Eighteen papers on the following topics are abstracted: (1) admissions and outreach; (2) mentoring; (3) enlarging the canons and boundaries of scholarship; and (4) incentives and rewards for faculty. An action agenda is suggested. A list of participants is appended. (FMW)

**ED 333 054**                        UD 027 692
Simmons, Warren   Grady, Michael
Black Male Achievement: From Peril to Promise. Report of the Superintendent's Advisory Committee on Black Male Achievement.
Prince George's County Public Schools, Upper Marlboro, Md.
Pub Date—[90]
Note—139p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Black Achievement, Blacks, *Community Action, Educational Finance, *Educational Improvement, Elementary Secondary Education, High Risk Students, *Males, Multicultural Education, Role Models, Urban Schools, *Youth Problems
Identifiers—*African Americans, *Maryland (Prince Georges County), Prince Georges County Public Schools MD

This report analyzes the problems of black males in Prince George's County (Maryland) and makes recommendations for improvement in the schools and the community. Inadequate funding, lack of a multicultural curriculum, and a shortage of African American role models were identified as the major school factors that place young black males at risk. Recommendations for school change include the following: (1) increase the level of school funding; (2) replace the Eurocentric curriculum with a multicultural curriculum; (3) increase the number of minority group school staff; (4) ensure that a majority of all minority groups have access to and succeed in advanced levels of the curriculum; (5) study the impact of special education policies and practices; (6) increase support to disadvantaged families; (7) strengthen mentoring and internship programs; and (8) extend the school year from 10 to 11 months. The following recommendations for community action are made: (1) elect public officials whose records support public education; (2) provide increased opportunities for African American youth to learn about themselves in their homes and community associations; (3) increase support for student achievement by establishing learning centers in local churches and youth activity centers; and (4) define, communicate, and model the values and behaviors essential to realizing success. Statistical data are presented in 43 tables. A list of 42 references is appended. (FMW)

**ED 333 055**                        UD 027 786
Drug Affected Babies: A Bibliography.
Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.
Pub Date—Aug 90
Note—10p.

Available from—Professional Library, Portland Public Schools, P.O. Box 3107, Portland, OR 97208 (503) 249-2000 x267.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Child Health, Cocaine, Crack, *Drug Addiction, Early Childhood Education, Heroin, Illegal Drug Use, *Infants, Mothers, Neonates, Parent Child Relationship, *Perinatal Influences, *Special Health Problems, Urban Schools
Identifiers—Crack Babies, Fetal Drug Exposure

This 42-item annotated bibliography, represents a comprehensive effort to gather information on the educational problems of infant children of substance-abusing parents. Extensive searches were conducted in databases in the fields of education, medicine, social sciences, and the humanities. In particular, studies on the problems of "crack babies" are only beginning to appear in the literature. "Crack" is having an impact on the educational world that is almost beyond comprehension, and its duration and gravity are not yet fully known. Early studies examine the severity, permanence, and nature of the problem. Of special note among the sources cited are the papers of the National Association for Perinatal Addiction Research and Education (NAPARE), which must be viewed at the Portland School District professional library due to copyright restrictions or may be ordered from the publisher. Copies of all materials, except the NAPARE papers, are available from the professional library and an order form is appended. (FMW)

**ED 333 056**                        UD 027 904
Evans, Robert W.
Bronson Settlement 1989-90.
Cincinnati Public Schools, Ohio.
Pub Date—Nov 90
Note—599p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Litigation, Desegregation Plans, Elementary Secondary Education, Institutional Evaluation, Nontraditional Education, Open Enrollment, *Racial Integration, *School Desegregation, Teacher Integration
Identifiers—*Cincinnati Public Schools OH

This report, compiled by the settlement facilitator, documents progress for year six of the 7-year Bronson Agreement. The agreement was entered into to settle the litigation entitled Mona Bronson, et al. vs. Board of Education of the City of Cincinnati. Its major goals were the following: (1) continuing to reduce racial isolation of students in the Cincinnati Public Schools by providing educationally sound and integrated programs; (2) expanding and establishing new alternative schools and programs and informing students of their availability; (3) maintaining an open enrollment policy to improve racial balance; (4) maintaining staff racial balance; (5) using unbiased tests and policies; (6) making improvements in low-achieving schools; (7) facilitating participation in extracurricular activities; and (8) establishing a community-wide task force to elicit support for the agreement. The facilitator notes improvements that took place during the sixth year, including funneling new resources into the low-achieving schools and more involvement of plaintiffs in finding solutions to problems. He notes, however, the elimination of preschool from three low-achieving schools, a decision in conflict with the agreement, and the disappointing achievement gains of low-achieving schools in general, despite huge financial investments. Conscientious planning and administrative decision making committed to the spirit of the agreement are needed to prevent gains from being eroded. The report suggests that the parties involved consider which issues must continue to be monitored and provides recommendations. Nine appendixes containing supporting materials and statistics are included. (CJS)

**ED 333 057**                        UD 027 948
Hallingby, Leigh, Comp.   And Others
Case Management in Welfare and Medicaid Programs: An Annotated Bibliography.
Columbia Univ., New York, NY. National Center for Children in Poverty.
Pub Date—Jun 90
Note—13p.
Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Caseworker Approach, *Counseling Techniques, *Family Programs, Federal Legislation, Federal Programs, *Health Services, Poverty Programs, *Social Work, *Welfare Services
Identifiers—*Case Management, Family Support Act 1988, *Medicaid

This 60-item annotated bibliography focuses on case management as it relates to welfare, Medicaid, and/or the Family Support Act of 1988. While specific definitions, types of practice, and goals of case management vary greatly, the term here refers to a strategy of coordinating or integrating services for a client or group of clients in the social services and-/or health arenas, e.g., maternal and child health, family support, and early childhood care and education. Section 1, "Overviews of Case Management," includes general discussions. Section 2, "Medicaid and Case Management," reflects the "managed care" or "gatekeeper" model of case management, stressing primary care and control of utilization and costs. Section 3, "Welfare Reform and Case Management," includes some of the newest perspectives on case management as a strategy for helping families become independent of welfare. Section 4, "Other Applications of Case Management," includes miscellaneous applications of case management to a variety of social and health services. All materials listed in this bibliography were published during or after 1985. Complete price and ordering information appears whenever available and appropriate. All of the publications are available to the public at the library of the National Center for Children in Poverty (New York, New York). (FMW)

**ED 333 058**                        UD 028 019
Webb, Clark   And Others
School Change and Personal Meaning: Provoking "Thoughtful" Teaching and Learning in an Urban District.
Pub Date—90
Note—16p.; Paper presented at the Annual Meeting of the California Educational Research Association (69th, November, 1990).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Adoption (Ideas), *Attitude Change, *Change Strategies, *Educational Change, Educational Strategies, Elementary Secondary Education, Organizational Change, Urban Schools
Identifiers—*Salt Lake City School District UT

This document reports on the implementation of an innovation called "thoughtful teaching and learning" (which means lessons, teaching, class interactions, student-teacher relationships, and student assessment that promote the work of the mind as the prime claim on the curriculum) with a group of district and school administrators in a large urban school district using a nonmodal approach to the change process. The modal change process in education, as described by Sarason and Fullan, typically inhibits innovation rather than fostering it. A nonmodal process was used to introduce the innovation in a series of seminars. The nonmodal process included the following themes: (1) making personal meaning on the part of those affected by the change central to the process; (2) modeling or illustrating the quality or content of the change; (3) developing collegiality or mutuality; and (4) eliminating the use of timelines or restrictions. The following preliminary findings, based on naturalistic observation, are presented: (1) most participants reported that they were uncomfortable when their thinking began to change; (2) although participants did not remark specifically about the modeling effort, their own preliminary ideas about working with their faculties followed the same pattern as the seminar model; (3) participants considered the collegiality of the change effort to be unique and it resulted in out-of-seminar activity; and (4) time was a constant preoccupation of the participants and many felt that they were obligated to achieve certain outcomes within a certain time limit. A list of 10 references is appended. (FMW)

**ED 333 059**                        UD 028 039
ESEA 25th Anniversary Hearing. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—90

Note—154p.; Serial No. 101-126.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Access to Education, *Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Equal Education, *Federal Aid, *Government Role, Hearings, High Risk Students, Program Evaluation, Program Implementation, United States History
Identifiers—Congress 101st, *Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I, House Committee on Education and Labor, Legislative History
This hearing commemorates the 25th anniversary of the passage of the Elementary and Secondary Education Act (ESEA), and more specifically of Title I of the Act, later continued through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). This legislation mandated Federal aid for the compensatory education of educationally disadvantaged children. This publication includes the statements and testimony of 15 legislators, administrators, teachers, parents, and students on their involvement and experiences with Title I/Chapter 1 programs. Key elements of the hearing include the following: (1) history and ramifications of ESEA; (2) accounts of the development and implementation of compensatory education programs; (3) discussion of Federal intervention and the evolving Federal role in elementary and secondary education; (4) reporting on the relationship between Title I and other government-sponsored education programs; (5) discussion of political influences on the legislation mandating Chapter 1 programs; (6) review of accomplishments of compensatory education initiatives and of remaining obstacles and problems; (7) identification of the need for further legislative action; (8) descriptions of specific successful programs and program features; (9) personal narratives of school administrators and teachers; and (10) personal narratives of students and parents. The publication includes nine prepared statements, letters, and supplemental materials. (AF)

---

**ED 333 060**                    **UD 028 042**
*Johnson, Jacqueline*
Stokely Carmichael: The Story of Black Power.
Report No.—ISBN-0-382-24056-1
Pub Date—90
Note—136p.
Available from—Silver Burdett Press, Inc., a division of Simon & Schuster, Inc., Prentice Hall Building, Englewood Cliffs, NJ 07632.
Pub Type— Books (010) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—*Activism, Biographies, *Black History, *Black Leadership, *Black Power, Civil Disobedience, *Civil Rights, Demonstrations (Civil), Political Power, Revolution, United States History
Identifiers—African Americans, Black Panther Party, *Carmichael (Stokely), *Pan African Movement, Student Nonviolent Coordinating Committee
This biography for younger readers presents the life of Stokely Carmichael, who made famous the phrase "Black Power" as he fought for the rights of black people in the United States and who later settled in Africa, where he organizes young Africans to work for their rights. The book is introduced by an overview of the civil rights movement by Andrew Young and a timeline indicating major historical events from 1954 through 1968. Highlights of Carmichael's life include the following: (1) birth in Port of Spain (Trinidad) in 1941; (2) move to the United States in 1952; (3) membership in the Student Nonviolent Coordinating Committee (SNCC) at Howard University in 1960; (4) directorship of SNCC in the second Congressional District in Mississippi in 1964; (5) election as chairman of SNCC in 1966; (6) coining of the slogan "Black Power" during the James Meredith march in Mississippi in 1966; (7) appointment as honorary prime minister of the Black Panther party in 1967; (8) founding of the All African Peoples Revolutionary Party (AAPRP), move to Guinea (Africa), and resignation from the Black Panthers in 1969; and (9) continued organizing for Pan-Africanism throughout the 1980s. The book includes a timetable of events in Carmichael's life, suggested reading, and a list of 31 sources. (AF)

---

**ED 333 061**                    **UD 028 043**
*Molnar, Janice and Others*
Ill Fares the Land: The Consequences of Homelessness and Chronic Poverty for Children and Families in New York City.
Bank Street Coll. of Education, New York, N.Y.
Spons Agency—Smith Richardson Foundation, Inc., Greensboro, N.C.
Pub Date—Feb 91
Note—128p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*At Risk Persons, *Child Development, Childhood Needs, *Child Welfare, Comparative Analysis, Disadvantaged Youth, Early Childhood Education, Educationally Disadvantaged, *Family Programs, *Homeless People, Interviews, *Poverty, Preschool Children
Identifiers—*New York (New York)
This report summarizes a study conducted by the New York Family Services Project (NYFSP) of Bank Street College. The study's principal objectives were the following: (1) to document the developmental status of preschool-aged homeless children in comparison to a group of poor housed children, and the special contribution of exposure to early childhood education within both groups; (2) to document the perceived service needs of both housed and homeless families, the availability and effectiveness of those services, and the factors that may confound service delivery; and (3) to determine the interrelationships among young children's developmental status, maternal depression, characteristics of family social networks, families' perceived service needs and access to services, and housing status. The sample for the study was comprised of 160 three-, four-, and five-year-old children and their families, roughly half of whom were recruited from New York City emergency shelter facilities and half of whom were situated in some kind of permanent housing but depended on public assistance. Findings indicated few differences between homeless families living in shelters and hotels and low-income families in terms of child and family outcomes. The report includes 15 tables and 9 figures, a list of 103 references, and six appendixes. (AF)

---

**ED 333 062**                    **UD 028 046**
*Friese, Kai*
Rosa Parks: The Movement Organizes.
Report No.—ISBN-0-382-24065-0
Pub Date—90
Note—134p.
Available from—Silver Burdett Press, Inc., a division of Simon & Schuster, Inc., Prentice Hall Building, Englewood Cliffs, NJ 07632.
Pub Type— Books (010) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—Activism, Biographies, *Black History, Black Influences, Black Leadership, Bus Transportation, *Civil Disobedience, *Civil Rights, *Equal Facilities, *Racial Integration, *Racial Segregation, United States History
Identifiers—Alabama, *Parks (Rosa)
This biography for younger readers describes the life of Rosa Parks, the Alabama black woman whose refusal to give up her seat on a segregated bus helped establish the civil rights movement. The book is introduced by an overview of the movement by Andrew Young and a timeline indicating major historical events from 1954 through 1968. Highlights in the life of Rosa Parks include the following: (1) birth in 1913 in Pine Level (Alabama); (2) appointment in 1943 as secretary of the Montgomery (Alabama) branch of the National Association for the Advancement of Colored People (NAACP); (3) organization of an NAACP youth group in Montgomery in 1954; (4) attendance at the Highlander Folk School in 1955; (5) arrest in Montgomery in 1955 for breaking the bus segregation law, sparking a major bus boycott; (6) move to Detroit in 1957; (7) honoring at the March on Washington in 1963; (8) participation in the Selma to Montgomery march in 1965; (9) work in Michigan Congressman John Conyers' office in 1965; (10) election to the board of the Detroit NAACP branch in 1986; and (11) featured appearance with Jesse Jackson at the Democratic National Convention in 1988. The book includes timetables of events in Parks' life, suggested reading, and a list of 12 sources. (AF)

---

**ED 333 063**                    **UD 028 060**
*Riehl, Carolyn And Others*

---

More Responsive High Schools, Student Information, and Problem Solving. Report No. 12.
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 91
Contract—R117R90002
Note—29p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrators, *Disadvantaged, *High Schools, *Information Needs, Information Seeking, *Information Systems, *Information Utilization, Literature Reviews, Principals, Secondary Education, Teachers, *User Needs (Information)
High schools serving disadvantaged students typically lack the requisite information on students and their performance to identify and meet their needs. Most studies on the use of information by district-level administrators, principals, teachers, and other school staff are descriptive and focus on the thought processes of individuals or groups as they perform routine educational tasks, solve problems, and make decisions. Almost no studies have examined the relationship between information use and student outcomes. Educators appear to cope with imperfect data and time constraints by developing short-cuts to obtaining and interpreting information, or by making decisions based on outdated information. Innovative approaches to improving the gathering and use of information have emphasized the use of student assessment information to modify instructional techniques, the systematic examination of program characteristics and outcomes to solve problems, and the implementation of integrated computerized databases to organize information and make it accessible for analysis. The following guidelines for developing effective school information systems are offered: (1) the system must be closely linked to the various alternative courses of action that educators might pursue in their work; (2) the system must be based on the work roles of the school personnel who will use it; and (3) the resistance to accompanying changes in work roles must be overcome by integrating the new system into a broader goal, such as school restructuring. A list of 79 references is appended. (FMW)

---

**ED 333 064**                    **UD 028 061**
*Lieberman, Ann, Ed.*
Schools as Collaborative Cultures: Creating the Future Now.
Report No.—ISBN-1-85000-673-3
Pub Date—90
Note—264p.
Available from—The Falmer Press, Taylor and Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.
Pub Type— Books (010) — Collected Works - General (020)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Cooperation, Educational Change, Elementary Secondary Education, *Organizational Change, *Organizational Development, *Participative Decision Making, Professional Autonomy, *School Organization, *School Restructuring
This collection of 12 essays examines the school's need to establish a collaborative environment as a precondition for its own development. The following chapters explore the necessary shift in schools from a bureaucratic to a professional mode: (1) "Recanting Bureaucracy: A Democratic Structure for Leadership in Schools" (D. L. Clarke and J. M. Meloy); (2) "Teacher Professionalism: Why and How" (L. Darling-Hammond); and (3) "What Are Schools of Education For?" (S. B. Sarason). The following chapters examine critical issues of fundamental change: (4) "A Fundamental Puzzle of School Reform" (L. Cuban); (5) "Education Reform Strategies: Will They Increase Teacher Commitment?" (S. J. Rosenholtz); (6) "Teaching Incentives: Constraint and Variety" (G. Sykes); and (7) "Healing Our Schools: Restoring the Heart" (T. E. Deal). The following chapters investigate the changing roles, relationships, and culture of the school: (8) "The Social Realities of Teaching" (A. Lieberman and L. Miller); (9) "Teachers as Colleagues" (J. W. Little); (10) "Leadership for Curriculum Improvement: The School Administrator's Role" (G. A. Griffin); (11) "Staff Development and School Change" (M. W. McLaughlin and D. D. Marsh); and (12) "Schools for the Twenty-first Century: The Conditions for Invention" (P. C. Schlechty). Two

figures are included. Each chapter includes a list of references. (FMW)

**ED 333 065**                                    UD 028 065
*Goodwin, Marjorie Harness*
He-Said-She-Said: Talk as Social Organization among Black Children.
Report No.—ISBN-0-253-20618-9
Pub Date—90
Note—381p.
Available from—Indiana University Press, 10th & Morton Streets, Bloomington, IN 47405 ($19.95 paperback, $49.95 cloth).
Pub Type— Books (010) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Adolescents, Black Dialects, *Black Youth, *Communication Research, Ethnography, *Group Dynamics, *Group Structure, Network Analysis, *Peer Relationship, Play, Preadolescents, Sex Differences, *Speech Communication
Identifiers—Pennsylvania (Philadelphia)

This book describes how talk is used to build social organization within face-to-face interaction among a group of urban black children, an analysis providing the opportunity to study language, culture, and social organization from an integrated perspective. Children from a southwest Philadelphia neighborhood were tape-recorded during peer-group interactions for 16 months during 1970-1971. Their families were members of the working class and had helped to create an environment of security for their children by keeping gangs off their street. The children spoke Black English vernacular and they preferred to play outside with friends rather than inside with toys. Boys established differences among themselves while performing a task, a social organization that permeated other aspects of their peer activities. Girls, on the other hand, organized themselves in ways that reflected equality rather than differentiation and emphasized cooperation during task activities. Directives were examined in boys' and girls' task activities and in girls' pretend play as actions embedded within a larger field of social activity. The book also investigates how the children used argumentative talk to build their social world and how they used stories to restructure the social organization of the talk of the moment and to initiate larger social events. The appendixes include a list of the children who participated and examples of a ritual insult sequence, boys' dispute stories, and girls' instigating stories. The reference list contains 584 items. (CJS)

**ED 333 066**                                    UD 028 066
*Mock, Karen R.   Masemann, Vandra L.*
Implementing Race and Ethnocultural Equity Policy in Ontario School Boards.
Ontario Dept. of Education, Toronto.
Report No.—ISBN-0-7729-6197-2
Pub Date—89
Note—125p.
Available from—MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8, Canada.
Language—English; French
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Board of Education Policy, Educational Discrimination, Elementary Secondary Education, *Equal Education, *Ethnic Discrimination, Foreign Countries, *Nondiscriminatory Education, Policy Formation, Questionnaires, *Racial Discrimination
Identifiers—Ontario, *Policy Implementation

This report presents the findings of a survey of all school boards in Ontario (Canada) concerning the status of policies to ensure racial and ethnic equality. Of the 124 boards surveyed, 100 responded. The following major findings are presented: (1) 39 boards have policies in place, three other boards have completed draft policies, and 22 boards have begun policy development; (2) the size, structure, content, and format of the policies vary widely; (3) boards with policies in place usually have related policies on multiculturalism, heritage, language, employment equity, racial harassment, and curriculum guidelines; (4) a small number of northern rural boards have used limited resources to develop policies, but most boards that have developed policies tend to be larger southern boards with greater resources; (5) the key factors to successful policy development and implementation were senior administrator support, the desire to eradicate racism, adequate resources, community involvement,

clearly outlined responsibilities and accountability, and effective inservice training; and (6) boards expect leadership and modeling from the Ministry of Education. Statistical data are presented in 16 tables and two graphs. A 149-item bibliography, a list of survey participants, and copies of the survey questionnaire, in both English and French, are appended. (FMW)

**ED 333 067**                                    UD 028 068
*Zweigenhaft, Richard L.   Domhoff, G. William*
Blacks in the White Establishment? A Study of Race and Class in America.
Report No.—ISBN-0-300-04788-6
Pub Date—91
Note—207p.
Available from—Yale University Press, 92A Yale Station, New Haven, Connecticut 06520 ($27.50).
Pub Type— Books (010) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Black Achievement, *Black Students, Boarding Schools, Educational Innovation, *Outcomes of Education, Questionnaires, *Racial Identification, Secondary Education, *Social Mobility, *Social Status, Student Attitudes
Identifiers—*A Better Chance Inc

This follow-up study of black graduates of A Better Chance (ABC) concludes that race is a more important factor than class in the personal and social identity of blacks. ABC was an innovative program launched in 1963 by 16 independent secondary schools to recruit and prepare minority group students for entry into exclusive boarding schools, elite colleges and universities, and ultimately positions of power and prestige in U.S. society. A representative sample of 38 black graduates was interviewed twenty years after graduation about their experiences in the program and its effects on their interpersonal relationships and careers. ABC negated the usual social-psychological dialectic between the powerful and the powerless by initiating black students into a new social and psychological identity that overcame the effects of stigmatization and any inclinations toward an oppositional identity. Even though class has become more important to ABC graduates and the fact that they are educated professionals is central to their social identity, the importance of race has not diminished. Though they were more middle class than they had been in style and manner, they were not less black. Although the ABC graduates have acquired the education, style, and social connections of the upper class, they are still excluded from the power elite of the corporate United States. A description of the interview sample and the interview questionnaire are appended. (FMW)

**ED 333 068**                                    UD 028 070
Partnerships in Education.
Hawaii Univ., Manoa. Coll. of Education.
Report No.—ISSN-0013-1849
Pub Date—90
Note—43p.
Journal Cit—Educational Perspectives; v27 n1 Sum 1990
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College School Cooperation, Cooperative Programs, *Educational Improvement, Elementary Secondary Education, Higher Education, Networks, *School Business Relationship, *School Restructuring, *Teacher Education
Identifiers—*Partnerships in Education

This theme issue includes eight articles that discuss partnerships between schools, colleges, and businesses. The partnerships are members of the National Network for Educational Renewal (NNER). "School-University Partnerships: Fundamental Concepts" (J. I. Goodlad) outlines the concepts, agenda, and structure essential to school-university partnerships. "School-University Partnerships: Collaborative Effort for School Renewal and the Education of Educators" (J. M. Chang and J. P. Dolly) describes the Hawaii School/University Partnership, which focuses on school success, teacher preservice education, and principal preparation. "New Partnerships for the Education of Educators" (R. W. Clark) describes an evolving school-university partnership-based teacher education program. "Collaboration and Inquiry: Guiding Principles of the Colorado Partnership for Educational Renewal" (C. Wilson) describes the design of underlying partnerships between Colorado schools and teacher education pro-

grams. "Beyond Compliance: The Obligations of Leadership" (R. Andrews) describes a strategy for successful school leadership based on vision, communication, positioning, and self-management. "Partners in Learning and Leading" (N. Austin and L. Miller) outlines the lessons learned by a working group of teachers and university faculty. "Self-Interests in School/Business Partnerships" (B. L. Jones and R. W. Maloy) argues that partnership activities lead to the development of more independently professional roles for all workers in more equitable organizational structures. (FMW)

**ED 333 069**                                    UD 028 074
*Hill, Robert B.   Nixon, Regina*
Youth Employment in American Industry.
National Urban League, Inc., New York, N.Y.
Report No.—ISBN-0-87855-986-8
Pub Date—84
Note—130p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adolescents, Blacks, *Employer Attitudes, *Employment Patterns, Employment Potential, *Employment Programs, Federal Programs, High Schools, Hispanic Americans, *Minority Groups, School Role, Young Adults, *Youth Employment
Identifiers—Employer Role, *Subminimum Wage, *Wage Subsidies

The persistent high level of unemployment among young people has become an issue of national concern. This study examines nationwide attitudes, practices, and policies of private employers toward hiring youth. A survey was conducted in 1981-82 among a random cross-sample of 535 private employers taken from the Equal Employment Opportunity Commission Employer Information Report list (EEO-1). The major findings and recommendations were as follows: (1) strategies are needed to facilitate young workers' moving into long-term, higher-paying occupations; (2) private industry should adopt more flexible guidelines to increase teenagers' securing full-time, entry-level positions; (3) advancement opportunities for young workers must increase, especially in service firms and medium-sized and large businesses; (4) most employers surveyed believe that young people perform as well as adults in most areas; (5) the number of private industry-initiated job programs for minority youth should increase; (6) employers need to be made more aware of government programs designed to increase employment opportunities for youth; (7) studies should be done to find out why nearly half of the employers surveyed do not think that a subminimum wage differential will increase young people's job opportunities; (8) employers' willingness to hire minority youths is based on their commitment to helping disadvantaged young people more than on the level of wage subsidy offered; (9) and teaching basic skills in school and skills training on the job must be emphasized to increase youth employability. A description of the EEO-1 list, the sampling plan, the questionnaire, 17 tables, and a 37-item bibliography are appended. (CJS)

**ED 333 070**                                    UD 028 076
*Williams, James A.*
Students at Risk: A Comprehensive Approach to Dropout Prevention.
Dayton City Schools, Ohio.
Pub Date—[Feb 91]
Note—11p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Grade Placement, College School Cooperation, *Comprehensive Programs, *Dropout Prevention, Dropout Programs, Higher Education, *High Risk Students, Junior High Schools, *Middle Schools, School Business Relationship, School Community Relationship, *School Restructuring, Urban Schools
Identifiers—*Dayton Public Schools OH

The Dayton (Ohio) Public Schools have developed a comprehensive dropout prevention program to meet the needs of at-risk middle school students. The general needs of the middle school student were addressed through a restructuring of the middle schools that limited the schools to grades 7 and 8 and organized them into "cluster teams" to facilitate problem-solving. A pilot project is also testing a home-based guidance program designed to reduce student isolation and increase meaningful contact with adults. The special needs of middle school students who are 16 or older are being addressed

through a community partnership initiative called the New Futures Program. New Futures combines the efforts of the following groups: (1) the schools; (2) business and industry; (3) city and state government; (4) human service agencies; and (5) universities. The following components are supported by a case management system that tracks and accesses the multiple support services: (1) collaboration with area universities; (2) mentoring; (3) intensive, sustained counseling; (4) access to social services; (5) accelerated remediation; (6) individualized planning and instruction; (7) school-business collaboration; (8) nontraditional settings, instructional methods, and scheduling; (9) parental involvement; (10) prevocational and vocational emphasis; and (11) innovative school completion options. (FMW)

**ED 333 071**                    **UD 028 079**
*Greenstein, Robert   Leonard, Paul A.*
**Unchanged Priorities: The Fiscal Year 1992 Bush Budget.**
Center on Budget and Policy Priorities, Washington, DC.
Pub Date—Feb 91
Note—49p.
Pub Type— Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Budgeting, Economically Disadvantaged, *Economic Impact, Economic Research, Family Financial Resources, Federal Government, Income, *Low Income Groups, *New Federalism, *Poverty Programs, Public Policy, Resource Allocation
Identifiers—*Bush Administration, *Policy Analysis
  This report analyzes the impact of the 1992 budget proposed by the Bush Administration on Americans of different income levels. Several of the proposals merit consideration, but the overall impact of the budget would continue to favor upper-income individuals and place lower-income individuals increasingly at risk. The following findings are highlighted: (1) the budget as a whole would transfer resources up the income scale and widen disparities between low-income and high-income groups that are already greater than at any time since the end of World War II; (2) the budget does not respond to the current recession by improving unemployment benefits or assisting the victims of the recession; (3) the budget's overall treatment of programs for low-income groups is mixed, however, with the number of programs receiving decreases being greater than the number receiving increases; (4) new budget procedures constrain Congress's ability to reshape budget priorities; and (5) the proposal to combine $15 billion in domestic programs into a massive block grant to states places many poverty programs at risk. Statistical data are presented in three tables. Additional information on proposed food assistance and low-income housing policies is appended. (FMW)

**ED 333 072**                    **UD 028 080**
*Stull, Donald D., Ed.   Schensul, Jean J., Ed.*
**Collaborative Research and Social Change: Applied Anthropology in Action.**
Report No.—ISBN-0-8133-7221-6
Pub Date—87
Note—278p.
Available from—The Institute for Community Research, Inc., 999 Asylum Avenue, Suite 500, Hartford, CT 06105-2476 ($15.00).
Pub Type— Books (010) — Collected Works - General (020)
**Document Not Available from EDRS.**
Descriptors—*Action Research, Anthropology, Case Studies, *Community Action, *Community Programs, Cooperative Programs, Foreign Countries, Minority Groups, *Participatory Research, *Research Methodology, *Social Change, Urban Problems
  Promoting social change is the goal of the seven community case studies reported in this book. Each study is a "natural experiment" that involved long-term research, close collaboration between researchers and the host community, and the application of research methods and findings to social change goals within the community. The following reports describe collaborative research in the United States: (1) "Urban Comadronas: Maternal and Child Health Research and Policy Formulation in a Puerto Rican Community" (J. J. Schensul, D. Denelli-Hess, M. G. Borrero, and M. P. Bhavati); (2) "In the People's Service: The Kansas Kickapoo Technical Assistance Project" (D. D. Stull, J. A.

Schultz, and K. Cadue, Sr.); (3) "Community Action and Social Adaptation: The Farmworker Movement in the Midwest" (W. K. Barger and E. Reza); and (4) "Linguistics in Action: The Hualapai Bilingual/Bicultural Education Program" (L. J. Watahomigie and A. Y. Yamamoto). The following reports describe collaborative research in the Third World: (1) "Against the Odds: Collaboration and Development at Vicos" (P. L. Doughty); (2) "The Mexican Urban Housing Project: A Collaboration between 'la Area Tecnica y la Area Social'" (A. D. Murphy, I. C. Fernandez, H. A. Selby, and I. R. Love); and (3) "Saving the City: University Research, Political Action, and the Squatter Problem in Davao City, Philippines" (R. A. Hackenberg and B. H. Hackenberg). Also included is a methodological chapter by M. A. Gibson with the title "Collaborative Educational Ethnography: Problems and Profits." A 314-item bibliography is appended. (FMW)

**ED 333 073**                    **UD 028 081**
*Koppel, Sheree P.   And Others*
**Community Service: A Comparative Study at Catholic High School Programs in an Urban Archdiocese.**
Pub Date—Apr 91
Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Catholic Schools, *Extracurricular Activities, *High Schools, Program Design, Questionnaires, Student Participation, *Student Volunteers, *Urban Schools
Identifiers—*Community Service, *Kentucky (Louisville)
  This study compares community service programs in nine Catholic high schools in Louisville (Kentucky). Information was gathered from a survey and follow-up interviews, and findings are organized into a chart essay. The following findings are included: (1) the schools represent a variety of governance and religious affiliation patterns; (2) all but one are single-sex institutions; (3) school choice is constrained by socioeconomic level and geographic location; (4) minority group students comprise a very small percentage of the student population; (5) community service is typically associated with the religious studies curricula; (6) participation in most of the programs is voluntary, and students are allowed to select placement within the program parameters; (7) programs require about three hours of service per week and students provide their own transportation; (8) most of the programs limit parent participation; (9) most of the programs are designed to interfere with the regular program as little as possible; (10) participation is open to students from all academic levels, but students in the highest levels are least likely to participate; (11) program outcomes and evaluation methods vary across schools; (12) required programs give grades and offer credit; (13) parent and student perceptions affect placements; and (14) teachers complain about programs that require students to miss classes. Six charts are included. A list of 38 references, the survey questionnaire, and lists of questions asked during follow-up interviews are appended. (FMW)

**ED 333 074**                    **UD 028 082**
*Andrews, Jane*
**Poverty and Poor Health among Elderly Hispanic Americans.**
Commonwealth Fund, New York, N.Y.
Pub Date—Sep 89
Note—66p.
Available from—American Association of Retired Persons, Public Policy Institute, 1909 K Street, N.W., Washington, DC 20049.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cubans, *Health Insurance, *Health Needs, *Hispanic Americans, Mexican Americans, National Surveys, *Older Adults, *Policy Formation, Poverty, *Public Policy, Puerto Ricans
  This national survey of 2,299 elderly Hispanic Americans found that a great number face a daily struggle, living on limited incomes and coping with poor health. Problems in later years are the result of immigration patterns, low educational attainment, and limited English proficiency that have resulted in

a lifetime of low income, no pension, and no health insurance benefits. Many must live with relatives or other people because their incomes are so low or their health and functional status is so poor that they are unable to cope without assistance. Elderly Hispanic Americans are more dependent on Supplemental Security Income (SSI), yet less than half of those who qualify for SSI actually participate. Elderly Hispanic Americans are also more likely than other elderly to be in fair or poor health and to need medical services. Despite these greater health care needs, they are less adequately insured than the general elderly population. In addition to being in poorer health and using more acute care services, elderly Hispanic Americans need more long-term care services than other elderly people, and rely heavily on family members. Policy formation must take into consideration the different needs of Mexican Americans, Cuban Americans, Puerto Ricans, and other Hispanic subgroups, including those from South and Central America, the Caribbean, and Europe. Statistical data are presented in four tables and 15 graphs. A list of 12 references and an explanation of the survey methodology are appended. (FMW)

**ED 333 075**                    **UD 028 083**
*Fasenmyer, Mary S.*
**Minority Advancement Program: A Research Report on an Operative Educational Model.**
Mount St. Mary's Coll., Los Angeles, CA. Doheny Campus.
Pub Date—90
Note—66p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Persistence, College Students, *Females, Higher Education, *Minority Groups, Models, Questionnaires, *School Holding Power, *Student Recruitment, Urban Schools
Identifiers—*Mount Saint Marys College CA
  This study analyzes the components of the educational process at Mount St. Mary's College (Los Angeles, California) that contribute to the achievement of female minority group college students and proposes a model based on the findings. Information was gathered from student, faculty, and administrator questionnaires and structured interviews. The following findings are presented: (1) student motivation to attend college was primarily based on personal desire to obtain a college education and qualify for a good job; (2) the two most important factors in recruitment were financial aid and assistance from the admissions staff; (3) both students and faculty rated a campus climate of warmth, trust, and general caring and individual attention from faculty and staff as the most important factors contributing to student success; and (4) students rated a campus climate that encouraged study and learning as the most important factor in student persistence. The following components of a model college program for minority group women are outlined: (1) a supportive campus climate; (2) adequate student support services; (3) an academic program that emphasizes student needs; and (4) student services that reflect cultural diversity. Statistical data are presented in 13 tables. Three survey questionnaires are appended. (FMW)

**ED 333 076**                    **UD 028 084**
*Renfrue, William   And Others*
**Plans of the 1988 Graduates, Los Angeles Unified School District. Publication No. 539.**
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Pub Date—Dec 89
Note—790p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)
EDRS Price - MF05/PC32 Plus Postage.
Descriptors—*Academic Aspiration, College Bound Students, *Employment Patterns, *High School Graduates, High Schools, Minority Groups, Noncollegebound Students, Questionnaires, *School Attitudes, Sex Differences, *Student Attitudes, Urban Schools
Identifiers—Los Angeles Unified School District CA
  This study surveyed 17,787 graduating seniors in the Los Angeles (California) Unified School District about their plans following graduation and their perceptions of the effectiveness of their high school education. Responses are summarized for the entire district, and by sex, by ethnic group, and by type of high school. The following key findings are pres-

ented: (1) about 11 percent reported that they had "A" averages while in high school, 47 percent that they had "B" averages, 20 percent that they had "C" averages, and 1 percent that they had "D" averages; (2) 3,032 (17 percent) had considered dropping out; (3) most of those who had considered dropping out had done so because of problems with other students; (4) a majority of those who had changed their minds about dropping out had done so because of teacher encouragement; (5) about 30 percent planned to attend four-year colleges; (6) 3,860 college-bound students had been promised financial aid; (7) about 8 percent planned to work part- or full-time and not attend school; (8) 1,083 planned to have business-related jobs; (9) lack of student interest was cited as the biggest problem facing high school students; (10) location was cited as the best feature of their high schools; (11) 66 percent worked part- or full-time while in high school; and (12) the condition of school buildings, the school's reputation in the community, and school spirit were most frequently cited as "excellent." Statistical data are presented in two graphs and numerous tables. The survey questionnaire is appended. (FMW)

**ED 333 077**                    **UD 028 100**
*Ilola, Lisa Marie*
The Use of Structured Social Interaction with the Culture-General Assimilator To Increase Cognitive Problem Solving about Intercultural Interactions in an Ethnically Diverse Population.
Pub Date—3 Apr 91
Note—30p.; Paper pre  nted at the Annual Meeting of the American   ucational Research Association (Chicago, IL    pril 3, 1991).
Pub Type— Reports -     earch (143) — Speeches/-Meeting Papers (15.)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperative Learning, Critical Incidents Method, *Cross Cultural Training, Cultural Differences, Elementary Secondary Education, *Teacher Education
Identifiers—Culture Assimilator
This study describes an intercultural learning program combining cooperative learning with critical incidents drawn from the culture-general assimilator developed by Brislin. The training program was adapted to school teachers, a population already identified as a high-risk group because of the frequency and unpredictability of the intercultural interactions likely to occur in schools. Moreover, teachers are agents of the socialization process for young people. The 91 participants in the study, all university students, were required to engage in triad group work as they discussed hypothetical incidents illustrating cultural conflict around themes such as individualism versus collectivism. Each member of the triad played a specific role, switching roles with each new problem. The summarizer rephrased the material in his or her own words. The elaborator provided additional, related material. The monitor made sure that the summary and elaboration were accurate. Compared to a control group that participated in unrelated activities, training significantly increased participants' ability to recognize and analyze intercultural conflict in their own lives and to select correct responses and provide accurate analyses for posttest problems. The control group engaged in training later and training effects were replicated. An 8-week follow-up demonstrated retention of learning. Participants also rated training as interesting, beneficial, and enjoyable. Five tables, two appendixes, and a list of 30 references are included. (CJS)

**ED 333 078**                    **UD 028 101**
*Wirt, Frederick M.*
The Institutional and the Personal in Explaining Cognitive Outcomes under Desegregation: A Mississippi Test.
Pub Date—Apr 91
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, Blacks, *Citizen Participation, *Desegregation Effects, Elementary Secondary Education, Females, Institutional Research, Males, *Racial Attitudes, School Desegregation, Self Esteem, *Social Attitudes, Student Educational Objectives, Whites
Identifiers—*Mississippi (Panola County)
This paper explores the comparative utility of in-

stitutional and personal qualities in explaining cognitive outcomes in self-esteem, racial attitudes, and political and social involvement in the context of desegregated schools. Three kinds of schools in a Mississippi county were studied: public desegregated, public segregated black, and private segregated white. A range of behaviors and attitudes about self and one's role in the school, community, and political systems was measured for 1,240 students in grades 6, 9, and 12, forming the dependent variables. The independent variables were hypothesized to be both institutional (type of school) and personal (race, status, maturity, sex, and interest in pursuing education). The type of institution was not the best predictor of cognitions and behaviors, nor was race or status. The strongest influence was the presence of an interest in schooling among older students, especially females, a group that is active, liberal with regards to race and gender, efficacious politically, and possessing a high self-esteem. Both races in desegregated schools had more racial contact and more positive racial attitudes than those in segregated schools, but the type of institution did little to predict self-esteem and political and social involvement compared to the much stronger influence of students' personal qualities. Seven tables and 22 references are included. (CJS)

**ED 333 079**                    **UD 028 102**
*Swap, Susan McAllister*
Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?
Pub Date—3 Apr 91
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3, 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Gains, Elementary Education, *Low Income Groups, Models, *Parent Participation, *Parent School Relationship, Parent Student Relationship, School Restructuring, *Urban Schools
Identifiers—Schools Reaching Out Project
The Schools Reaching Out (SRO) program suggests that the achievement of low-income urban students can be raised through a "paradigm shift" to beliefs in success for all children in school, and the necessity of parent involvement for achieving that success. SRO attempts to change the traditional distant relationship between schools and parents in the following ways: (1) bringing parents and teachers together more often for a variety of purposes; (2) increasing communication between school and home; (3) making parents an integral part of the school environment; (4) developing outreach programs to recruit parents who have not been previously involved with the schools; (5) offering mutually supportive parent programs; (6) using third party intervention to resolve problems between parents and the school; (7) emphasizing active listening, empowerment, and respect in parent-teacher interactions; and (8) involving parents in informal decision making. A review of effective urban school programs suggests that the School Development Model and the Accelerated Schools program could be combined into a model for school reform. SRO has developed a Sequential Model for Family-School Collaboration for Children's Learning that outlines the process for building successful school-parent relationships. Two figures are included. A list of 24 references is appended. (FMW)

**ED 333 080**                    **UD 028 103**
*Diem, Richard A.*
Dealing with the Tip of the Iceberg: School Responses to At-Risk Behaviors.
Pub Date—Apr 91
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Counseling Services, Disadvantaged Environment, *Dropout Prevention, *High Risk Students, High School Freshmen, High Schools, Literacy Education, *Mentors, *School Business Relationship
This paper describes a study of at-risk secondary school students and the outcomes of the school-based interventions they were involved with. Information was gathered from 28 Black, Hispanic, and White students through field notes and audio recordings. The students came from homes with a low-average educational attainment and themselves

had identifiable literacy problems. Many had a long history of behavioral problems both inside and outside the classroom, as well. The common risk intervention activities serving this population were as follows: (1) literacy programs before school, after school, or pullout; (2) teacher mentors and community or business mentors to encourage positive adult role models; (3) private business and industry contributing technology and work-study programs; and (4) appointment of at-risk program coordinators within school districts and at-risk counselors for individual campuses. These case studies illustrate the complexity of the problems and solutions as well as the excitement and frustration encountered in attempting to discourage students from dropping out. At-risk programs such as these appear to address the students' needs, but fail to take into account their environment and values and what role school plays therein. As a result, the programs may be inadequate in effecting long-term behavioral changes. A developed, systematic theory for understanding student engagement and disengagement is needed. Nine references are included. (CJS)

**ED 333 081**                    **UD 028 104**
*Mikkelson, Nina*
Building Sociocentric Classrooms: What Ethnic Minorities Can Teach Us.
Pub Date—Apr 91
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1990).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, *Cognitive Style, Creative Writing, *Instructional Improvement, Intermediate Grades, Learning Strategies, *Story Telling, Student Developed Materials, *Writing Instruction
Identifiers—North Carolina
This paper discusses an analysis of adult-child social interactions to discover which instructional stimuli are effective in producing a classroom milieu rich in storytelling events. Ten fifth-grade students with low reading scores, eight black and two white, were tape-recorded over 8 weeks as they created stories in their journals and in classroom interactions in response to literature, to their own experiences, to the experiences of others, and to the teacher's questions. Out of 286 stories recorded, 156 were oral and spontaneous, 36 were spontaneous, but with an embedded narrative incident, and 101 were written in the form of books, poem-stories, or journal entries. Student stories were most often told in response to other students' stories, and the storytelling had a cumulative, reciprocal effect as students borrowed features from one another's stories. Teacher questioning about literature, writing, and storytelling was the second most productive stimulus for storytelling. To encourage what was believed to be the more relational learning style of black children, the children's narratives were allowed to flow conversationally whenever they arose during the story hour. Minority students have a great deal to contribute to the language development of nonminority students, and pedagogic strategies should be revised to build on rather than exclude cultural differences. Eight references are appended. (CJS)

**ED 333 082**                    **UD 028 105**
*Riley, Kevin W.*
Street Gangs and the Schools: A Blueprint for Intervention. Fastback 321.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-321-2
Pub Date—91
Note—44p.
Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($0.90).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Delinquency Causes, *Delinquency Prevention, *Educational Environment, Elementary Secondary Education, *Juvenile Gangs, Social Adjustment, Stereotypes, Urban Problems, *Urban Schools
Schools cannot approach the problem of street gangs with the same strategies as law enforcement agencies, but rather must create a nurturing environment for all students, where success in school and life becomes the only attractive option for gang members. Street gangs represent the racial, cultural, and economic diversity of American society. Gangs

are similar to other organizations in that they have a name, claim territory, have a continuous membership, and distinguish themselves from other groups. However, to qualify as a gang, the organization must be involved in criminal activity. Gang involvement can range from simple admiration or identification with someone who is in a gang to classification by a law enforcement agency as a documented full-participant. The following factors contribute to gang involvement: (1) power; (2) pride; (3) prestige; (4) peer pressure; (5) adventure; (6) self-preservation; (7) money; and (8) limited life options. Schools must avoid the unproductive approach of attempting to identify and discipline gang members based on stereotyped behaviors. A positive educational approach to preventing gang involvement should include the following components: (1) staff development; (2) values education; (3) school climate; (4) cultural inclusion; and (5) community involvement. A list of 24 references is appended. (FMW)

**ED 333 083**    **UD 028 106**
*Tinajero, Josefina Villamil And Others*
**Raising Career Aspirations of Hispanic Girls. Fastback 320.**
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-320-4
Pub Date—91
Note—38p.
Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($0.90).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Aspiration, Career Awareness, *Career Education, College School Cooperation, *Females, Grade 6, Higher Education, High Risk Students, *Hispanic Americans, Intermediate Grades, *Mothers, Parent Role, Role Models, Urban Schools
Identifiers—El Paso Independent School District TX, University of Texas El Paso
This pamphlet examines the conditions that put female Hispanic Americans at risk of not completing their education and not aspiring to careers, and describes a program that takes advantage of the important role played by the mother in Hispanic culture. The following factors make female Hispanic Americans the most at-risk of all students: (1) low grades and disciplinary problems; (2) lack of role models; (3) disproportionate levels of referrals to special education classes; (4) low teacher expectations; (5) lack of adequate vocational and career counseling; (6) stereotypical portrayals in the curriculum; (7) weak educational support at home; and (8) mothers with low educational attainment and low educational expectations for their daughters. The Mother-Daughter Program is a collaborative program involving the University of Texas, the YWCA, and three El Paso (Texas) school districts. The program targets Hispanic American female students in grade 6 and their mothers from low-income families in which no member has graduated from college. Mothers are a central focus of the program, because their expectations, involvement, and role-modeling have a lasting impact on their daughters' educational development. Participants engage in a variety of activities on local college campuses and in community service programs. Hispanic American college women who serve as role models are a vital component of the program. Mothers and daughters participating in the program report increased career awareness, self-confidence, and educational aspirations. A list of 20 references is appended. (FMW)

**ED 333 084**    **UD 028 107**
*McGhee, James D.*
**A Dream Denied: The Black Family in the Eighties.**
National Urban League, Inc., New York, N.Y. Research Dept.
Pub Date—82
Note—35p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Family, Blacks, Economic Research, *Educational Attainment, *Family Income, Income, *Middle Class, *Racial Differences, Whites
The extremely conservative political climate and the record-breaking recession have effectively destroyed the hopes and dreams of poor black families, and they seriously threaten the existence of an emerging, still fragile, black middle class. Prior to 1960, no more than 10-12 percent of black families

could be counted as members of the middle class, but by 1980, fully 30 percent had achieved middle-class status. Although black families made very sizable income gains, the income gap between black and white families remains large, and low-income black families still comprise 70 percent of the black population. The number of blacks who have graduated from high school or college doubled between 1960 and 1980, resulting in increased earnings. During the same period, whites showed gains in educational attainment equal to or greater than blacks. However, a comparison of black and white income and educational attainment indicates that the income of black college graduates is still slightly lower than that of whites with only one to three years of college. Changes in Federal law have drastically reduced the amount of aid available to low-income students, creating serious barriers to future black progress. Federal reductions-in-force (RIF) have also had a disproportionately negative effect on blacks, who are losing Federal jobs at a rate 50 percent greater than whites. Increasing pressure on the middle class is indicated by the rising rate of home mortgage delinquencies and mortgage foreclosures during the 1980s. A list of 21 references and 11 tables of statistical data are appended. (FMW)

**ED 333 085**    **UD 028 108**
*Middleton, James A. And Others*
**Teachers' Conceptions of Mathematics and Mathematics Education. A Report from the Urban Mathematics Collaborative Documentation Project.**
Wisconsin Center for Education Research, Madison.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Nov 90
Note—207p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Attitude Measures, Cluster Grouping, *Mathematics Education, *Mathematics Teachers, Questionnaires, Secondary Education, *Teacher Attitudes, Teacher Morale, *Urban Schools
This paper reports the opinions of urban mathematics teachers concerning five areas of school mathematics: mathematics, mathematics teaching, recommended changes in mathematics education, mathematics education, and schooling. Of the 490 secondary mathematics teachers surveyed, 47 percent were frequent participants in the Urban Mathematics Collaborative (UMC), 41 percent were occasional participants, and 8 percent had never participated. An additional group of 40 UMC teachers were asked to respond to corresponding items on the Diary of Professional Relationships survey to provide more personalized and diverse information and to validate findings from group data. Responses indicate that teachers view mathematics primarily as thinking. They want their students to think critically, to understand and use mathematics effectively, and to appreciate the value and beauty of mathematics. Most teachers seemed to hold an eclectic view of mathematics, although one cluster group viewed it as dynamic and changing, while another group viewed it more as a fixed body of skills and rules. These conceptions of mathematics related to the teachers' conceptions of mathematics teaching, recommended changes, mathematics education, and schooling. Frequent participants in the UMC held more favorable views toward recommended changes in mathematics education than the others. The results of this survey are discussed in relation to the UMC's efforts to empower teachers and reduce their feelings of isolation and burnout. Results of the survey are summarized in three tables and one figure. Forty-one references and seven appendixes (with over 100 tables) are included. (CJS)

**ED 333 086**    **UD 028 109**
*Middleton, James A. And Others*
**Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.**
Wisconsin Center for Education Research, Madison.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Oct 89
Note—72p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cooperation, Cooperative Programs, *Mathematics Teachers, Questionnaires, Second-

ary Education, *Secondary School Teachers, *Teacher Attitudes, *Teacher Characteristics, *Urban Schools
Identifiers—*Collaboratives
This technical report examines the results of a teacher background questionnaire administered to 430 frequent participants in 11 Urban Mathematics Collaboratives (UMCs). The goal of the UMC is to improve mathematics education in urban schools and to identify new models for meeting the professional needs of high school teachers by exposing them to new trends in the field, and by fostering a sense of collegiality with mathematicians in business and universities. The following findings are discussed: (1) the high proportion of female and minority group member participants reflected the local population; (2) participants had an average of 14 years of teaching experience; (3) participants appeared to be exceptionally well qualified to teach, but they may not have had as much exposure to mathematics as other mathematics teachers; (4) participants seemed to be exceptionally involved in professional enrichment and staff development; (5) involvement with other teachers was cited as the most important strategy for improving instruction; (6) participants cited absenteeism, low reading ability, and poor motivation as serious problems in their schools; (7) computers were not generally available for use by the majority of participants; and (8) participants placed heavy emphasis on developing students' knowledge of mathematical facts and principles and their approach to systematic problem-solving. Statistical data are presented in 34 tables. A list of 11 references and the survey questionnaire are appended. (FMW)

**ED 333 087**    **UD 028 110**
*Webb, Norman L. And Others*
**The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1987-88 School Year. Program Report 89-1.**
Wisconsin Center for Education Research, Madison.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Mar 89
Note—400p.; For related documents, see UD 028 111-112.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—College School Cooperation, *Collegiality, Cooperation, *Cooperative Programs, Elementary Secondary Education, *Mathematics Teachers, *Professional Development, Program Evaluation, School Business Relationship, *Teacher Improvement, *Urban Schools
Identifiers—*Collaboratives
This report documents and evaluates the activities of the Urban Mathematics Collaborative (UMC) project during the 1987-88 school year. UMC seeks to improve mathematics education in inner-city schools and identify new models for the professional development of mathematics teachers by supporting collaboration among mathematics teachers and mathematicians from institutions of higher learning and industry. Teachers are encouraged to identify with and participate in a broad-based local mathematics community. The project is currently operating in 11 cities across the country. A variety of qualitative and quantitative methods were used to evaluate the project. The following summary findings are presented: (1) the project has been successful in drawing teachers into more active participation in professional activities and events; (2) participants report increased collegial support among teachers; (3) participants are more willing to avail themselves of opportunities for professional enrichment and are more open to new ideas and approaches; (4) participants are taking the initiative in introducing and implementing new ideas in their schools; (5) the project's impact on the relationships between teachers and mathematicians in business and higher education is difficult to assess; and (6) the project has improved the relationship between teachers and supervisors. Descriptions of the 11 UMC collaboratives are included. A list of 10 references and summary reports from the 11 collaboratives are appended. (FMW)

**ED 333 088**    **UD 028 111**
*Webb, Norman L. And Others*
**The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1989-1990 School Year. Program Report 91-1.**
Wisconsin Center for Education Research, Madison.
Spons Agency—Ford Foundation, New York, N.Y.

## 184    Document Resumes

Pub Date—Apr 91
Note—690p.; For related documents, see UD 028 110-112.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors—College School Cooperation, *Collegiality, Cooperation, *Cooperative Programs, Elementary Secondary Education, *Mathematics Teachers, *Professional Development, Program Evaluation, School Business Relationship, *Teacher Improvement, *Urban Schools
Identifiers—*Collaboratives
This report documents and evaluates the activities of the Urban Mathematics Collaborative (UMC) project during the 1989-90 school year. UMC seeks to improve mathematics education in inner-city schools and identify new models for the professional development of mathematics teachers by supporting collaboration among mathematics teachers and mathematicians from institutions of higher learning and industry. Teachers are encouraged to identify with and participate in a broad-based local mathematics community. The project is currently operating in 11 cities across the country. A variety of qualitative and quantitative methods were used to evaluate the project. The following summary findings are presented: (1) the project has been successful in reducing teacher isolation, increasing professional enthusiasm, and enhancing teacher awareness of and receptivity to new ideas; (2) the project has not been successful in developing teacher evaluation and critical reflection skills; (3) the project has increased the awareness of businesspeople and educators about teacher commitment and enthusiasm, but communication problems prevent an appreciation of the daily problems faced by teachers; and (4) the project has made school district administrators more aware of mathematics teachers and mathematics education and increased interaction between district supervisors and teachers. Descriptions of the 11 UMC collaboratives are included. A list of 36 references and summary reports from the 11 collaboratives are appended. (FMW)

ED 333 089    UD 028 112
Webb, Norman L.  And Others
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1988-89 School Year. Program Report 90-1.
Wisconsin Center for Education Research, Madison.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Mar 90
Note—490p.; For related documents, see UD 028 110-111.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Collegiality, Cooperation, *Cooperative Programs, Elementary Secondary Education, *Mathematics Teachers, *Professional Development, *Program Administration, Program Evaluation, *Teacher Improvement, *Urban Schools
Identifiers—*Collaboratives
This report documents and evaluates the activities of the Urban Mathematics Collaborative (UMC) project during the 1988-89 school year. UMC seeks to improve mathematics education in inner-city schools and identify new models for the professional development of mathematics teachers by supporting collaboration among mathematics teachers and mathematicians from institutions of higher learning and industry. Teachers are encouraged to identify with and participate in a broad-based local mathematics community. The project is currently operating in 11 cities across the country. A variety of qualitative and quantitative methods were used to evaluate the project. The following summary findings are presented: (1) the Education Development Center (EDC), a nonprofit research and development organization, assumed more responsibility for management of the project, freeing the technical assistance component and the outreach component to spend more time helping individual sites with substantive problems; (2) individual collaboratives began to view themselves as members of a larger network that could accomplish greater goals as a result of constant pressure from EDC; (3) individual sites need to develop firmer management structures; and (4) the sites did achieve some common goals because of the unifying focus provided by EDC and because many sites had resolved basic issues of finance and organization. Descriptions of the 11 UMC collaboratives are included. A list of 10 references and summary reports from the 11 collaboratives are appended. (FMW)

ED 333 090    UD 028 115
Strategies for Success: Achieving the National Urban Education Goals. Proceedings from Meetings with Representatives from 70 National Education, Business and Philanthropic Organizations.
Council of the Great City Schools, Washington, D.C.
Pub Date—Nov 90
Note—71p.
Available from—Council of Great City Schools, 1413 K Street, N.W., 4th Floor, Washington, DC 20005.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Dropout Prevention, Educational Environment, *Educational Improvement, *Educational Planning, *Educational Strategies, Elementary Secondary Education, *School Community Relationship, School Readiness, Teacher Expectations of Students, Teacher Recruitment, *Urban Education
Identifiers—*National Education Goals 1990
This document outlines 44 strategies for meeting the educational needs of urban areas by the year 2000. The strategies are based on six goals for urban education adapted from the national education goals issued by President George Bush and the National Governors' Association. The strategies were proposed by representatives from more than 70 national foundations, associations, and businesses to serve as potential building blocks to a multi-year plan of action. Local alliance-building and collective community action are emphasized throughout. The strategies are related to the following goals: (1) schools and communities will demonstrate high expectations for all learners so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally; (2) all urban children will start school ready to learn; (3) urban schools will increase their graduation rates so they are at least comparable to the national average; (4) urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens; (5) urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students; and (6) urban schools will be free of drugs and alcohol, students will be well-nourished and healthy, and schools will be well-maintained and safe. (FMW)

ED 333 091    UD 028 121
Martin, Oneida L.
The College Milieu for the 1990s: Increasing Black Student Retention Rates on White Campuses.
Pub Date—Apr 90
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Attitudes, Black Education, *Black Students, *College Environment, College Faculty, *College Students, Higher Education, Minority Group Teachers, Psychological Studies, Racial Relations, School Holding Power, *Student Attitudes, Student College Relationship, *Teacher Student Relationship
This study sought to identify the factors that affect the retention of black students. The survey responses of 90 randomly selected black college students from two predominantly white southern public universities were analyzed. Both institutions are under court order to desegregate. The following summary findings are reported: (1) participants tended to be dissatisfied with peers, the social dimensions of the school, and the community in which the school was located, but they were neither satisfied nor dissatisfied with the college or professors; (2) professors and black faculty appear to reinforce the thoughts retained by the participants about the college; (3) participants viewed black faculty as successful and desirable, and saw a need for more black faculty to help black students; and (4) participants did not perceive cooperation between black and white students, nor did they perceive equal opportunities for black and white students, nor did they see a connection between the school's supportive recruitment practices and the graduation of blacks from white colleges. Statistical data are pres-

ented in four tables. A list of 54 references, a list of sample items and internal reliability coefficients of scales, and a glossary are appended. (FMW)

ED 333 092    UD 028 122
Davis, Norma Salazar
Recovering the Hispanic Past: Historiography in a Void.
Pub Date—6 Apr 91
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 6, 1991).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Black Teachers, *Educational History, Elementary Secondary Education, Females, *Hispanic American Culture, *History Textbooks, Latin American History, *Latin Americans, Mexicans, Puerto Ricans, *Textbook Bias
Identifiers—Sor Juana Ines de la Cruz
American and western education textbooks have omitted Hispanic topics, people, and contributions. An examination of seven history of western education texts reveals no mention at all of Hispanics. An examination of 11 history of American education texts, ranging from 400 to 600 pages, reveals that none devotes more than two pages to Hispanics or Hispanic topics. Even though the first university in America was Hispanic and the first school activities were in Hispanic "New Spain" (California, Texas, and Florida), racial prejudice has contributed to brief references that range from the negative to the neutral. The biographies of Sor Juana Ines de la Cruz and Rafael Cordero may serve to recover Hispanic historiography. Sor Juana Ines de la Cruz (1648-1695) was born in Mexico and learned to read at the age of three. As a young woman, she became the official poet of the court of the viceroy of Mexico. She became a nun in 1669 and continued her efforts to pursue an education and to write about secular themes, despite opposition from her superiors. Rafael Cordero y Molina (1790-1868) was a Black educator who contributed to the development of elementary education in Puerto Rico. "Maestro" Cordero was taught to read by his parents because the only school in his area did not admit Blacks. He continued his studies autodidactically and opened a small school for Black and poor White children in 1810. During his 58-year career he never charged his students. An 18-item bibliography is appended. (FMW)

ED 333 093    UD 028 123
Useem, Elizabeth L.
What a Difference a Recession Makes: The Rise and Fall of Integrated Services for At-Risk Youth in Massachusetts.
Pub Date—Apr 91
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, At Risk Persons, Business Cycles, *Coordination, Dropout Prevention, *Dropout Programs, *Program Implementation, *Program Termination, State Programs, Youth Programs
Identifiers—*Massachusetts, *Recession
This paper describes the implementation of an innovative integrated approach to the delivery of services for disadvantaged youth in Massachusetts, and examines the fiscal, political, and organizational factors that led to its subsequent demise. Massachusetts was one of the first states to envision and implement a statewide system of coordinated services for disadvantaged youth funded under the Federal Job Training Partnership Act of 1982 (JTPA). A state Youth Coordinating Council (YCC) was formed in 1983 to create ongoing collaboration among youth-serving groups, to eliminate needless service duplication, and to bridge gaps in programs available to troubled youth. Despite problems, the YCC succeeded in encouraging interagency coordination during the mid- to late-1980s in the areas of vocational education, job training, adult literacy, early parenthood, and substance abuse. Efforts peaked with the creation of Commonwealth Futures, a dropout prevention initiative. Economic recession and the departure of key state personnel began to severely weaken the coordination effort in 1988. Public education, the core of the youth-serving system, was ravaged by budget cuts begun in

1989. Support for Commonwealth Futures was withdrawn at the local level and most of the collaborative activity came to a halt. In 1991, the bulk of funding was shifted away from integrated-services dropout prevention programs. Organizational and funding recommendations for protecting such initiatives in the future are made. A list of 13 references is appended. (FMW)

**ED 333 094**  UD 028 124
*Papalewis, Rosemary And Others*
**Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress.**
Spons Agency—Danforth Foundation, St. Louis, Mo.
Pub Date—Apr 91
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
Pub Type— Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Administrator Education, Educational Innovation, Elementary Secondary Education, Higher Education, *Interpersonal Relationship, *Management Development, *Mentors, *Principals, Professional Development
Mentoring is the focal point of this innovative program, established in 1987, for the preparation of school principals. The program emphasizes learning through field experience and close collaboration between participating universities and local school administrative systems. Experienced administrators are chosen to serve as mentors for candidates in the administrative preservice training program. Mentors receive special training to prepare minority group candidates. Mentors are selected on the basis of recommendations of district superintendents and are matched with proteges regardless of sex or race. Mentors and proteges are administered the Alleman Mentoring Scales Questionnaire, the Mentoring Styles Indicator for Educational Administrators, and the Protege Needs Survey as pre- and post-training assessment. Mentors and proteges are familiarized with the techniques of mentoring and the overall goals of the mentoring program during a training workshop. The development of both mentors and proteges is tracked throughout the program using structured interviews and journals. The following results are reported: (1) mentor behaviors identified by proteges; (2) descriptions of mentoring relationships by proteges; (3) descriptions of proteges by mentors; and (4) descriptions of struggling with mentors and developing informal mentoring relationships by proteges. Protege interview questions and examples of protege feelings, insights, and problems are included. A list of 37 references is appended. (FMW)

**ED 333 095**  UD 028 126
**Immigrant Education: Information on the Emergency Immigrant Education Act Program. Report to Congressional Committees.**
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-91-50
Pub Date—Mar 91
Note—55p.
Available from—General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (First five copies free, additional copies $2.00).
Pub Type— Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Categorical Aid, Elementary Secondary Education, English (Second Language), *Federal Aid, Federal Programs, *Immigrants, *Limited English Speaking
Identifiers—Emergency Immigrant Education Act 1984
The Emergency Immigrant Education Act of 1984 (EIEA) was enacted in response to the financial crisis facing school districts with large numbers of immigrant students, who generally have limited English proficiency. This report reviews programs funded by the EIEA and provides information for Congress to consider at the next program reauthorization deliberations. The review determined the following: (1) how school districts use EIEA funds; (2) how many districts have EIEA-eligible immigrant students but receive no EIEA funds; (3) how many EIEA students participate in other Federally funded education programs. Information was obtained by surveying 529 school districts that received EIEA funds during the 1989-90 school year and a sample of districts not receiving funds. To provide examples of how school districts use the funds, reviews were made of the programs administered by the school district with the most EIEA students in each of the five states receiving the most EIEA funds: Los Angeles (California), Dade County (Florida), Chicago (Illinois), Houston (Texas), and New York (New York). To qualify for EIEA funding, a school district must have at least 500 immigrant students or these students must represent at least three percent of its total enrollment. The report estimates that in 1989-90 700,000 immigrant students met the EIEA criteria, about 85 percent of whom were in school districts receiving EIEA funds. Less than one-third of EIEA students participated in the other Federally-funded programs reviewed. During 1989-90, about 80 percent of EIEA funds were used to pay for academic instructional programs. Ten tables and 10 appendices are included. (CJS)
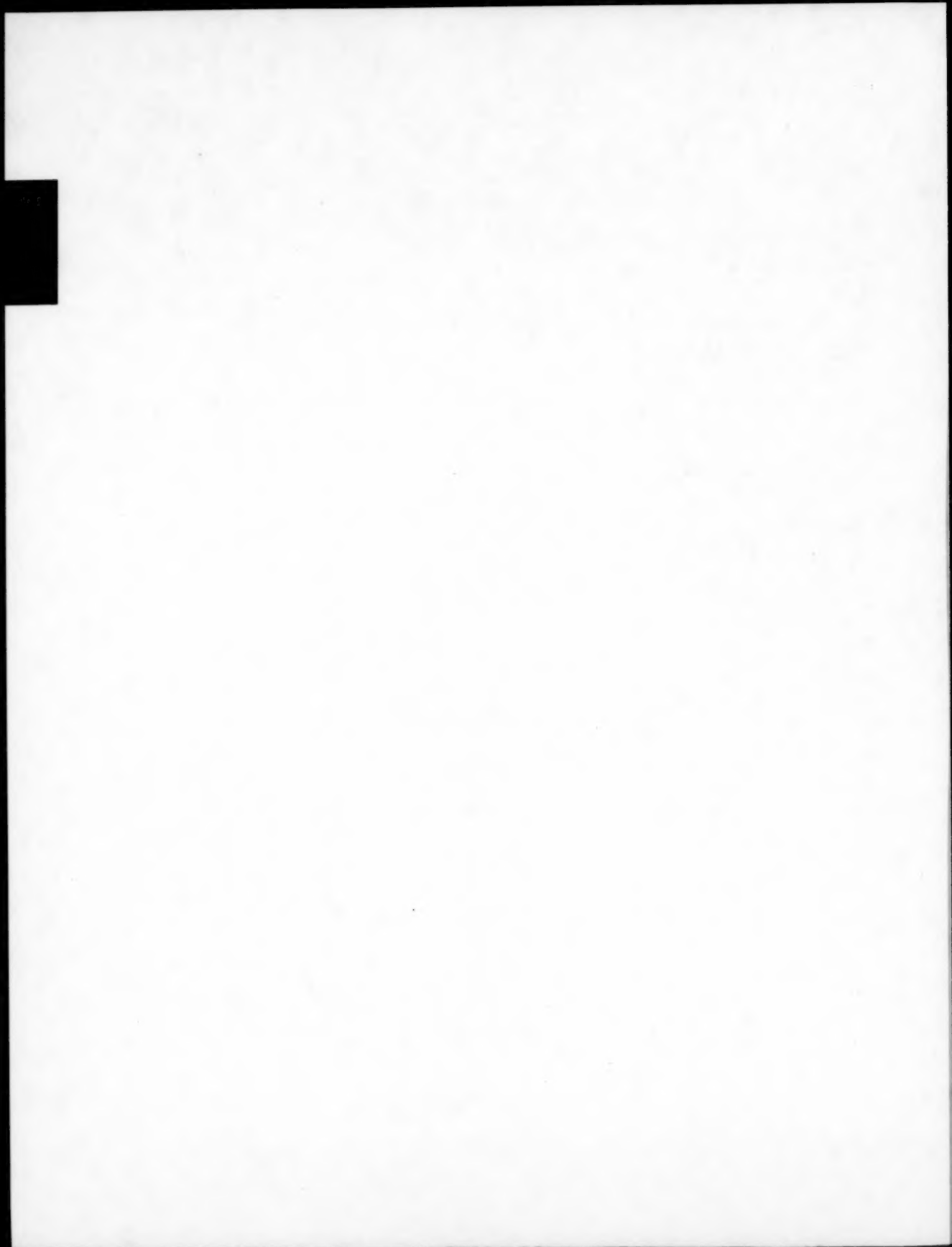
# Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List,* are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor ———————————— **Microcomputers**
Title ———————————— Public Education and Electronic Technologies.
ED 226 725 ——————————— Accession Number

Identifier ———————————— **National Assessment of Educational Progress**
Title ———————————— Reading, Science, and Mathematics Trends. A Closer Look.
ED 227 159 ——————————— Accession Number

**A Better Chance Inc**
Blacks in the White Establishment? A Study of Race and Class in America.
ED 333 067//

**Ability**
Assessment of Acting Ability.
ED 333 033
Concurrent Adaptive Measurement of Multiple Abilities.
ED 333 015
Judging Acting Ability: The Transition from Novice to Expert.
ED 333 032
Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.
ED 333 029
Structural Robustness and Ability Estimation in Item Response Theory: A Survey.
ED 333 034

**Abstracts**
Resources in Education (RIE). Volume 26, Number 10.
ED 331 948

**Academic Achievement**
Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.
ED 332 475
Assessing the Impact of an Expanded Curriculum on Secondary Students and Teachers: Year Two.
ED 333 026
Authentic Assessment.
ED 332 958
Better Teaching for Better Learning: Student Achievement Results in a 4-Year Pilot Teacher Career Development Plan.
ED 333 022
Champions of Literacy 1991.
ED 331 958
Creating More Responsive Student Evaluation Systems for Disadvantaged Students. Report No. 15.
ED 333 042
Do or Die: Educational Pressure and Teenage Suicide in Japan.
ED 332 906
Equity of Educational Achievement and School Effectiveness.
ED 333 021
Evaluation Report: The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education (October 1,

1989-June 30, 1990).
ED 332 558
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.
ED 332 734
Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.
ED 332 738
Independents, Actives, and Pledges: A Comparison of Academic Achievement.
ED 332 596
Legal Employment at Midcareer: The Influence of Social and Academic Origins.
ED 332 083
Performance at the Top: From Elementary through Graduate School. Policy Information Report.
ED 333 052
Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.
ED 332 743
The Relationship between Students' Approaches to Studying, Formal Reasoning Ability, Prior Knowledge, and Gender and Their Achievement in Chemistry.
ED 332 877
Small Group Goal Structures and College Student Interactions.
ED 332 966
Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.
ED 332 930
Student Motivation and Self-Regulated Learning: A LISREL Model.
ED 333 006
A Study of the Academic Performance of Student Athletes in California's Community Colleges.
ED 332 763
Teacher Expectations for Four-Year-Old Children: A Qualitative Analysis.
ED 332 807
What Makes a Difference? School Context, Principal Leadership, and Student Achievement. NCEL Occasional Paper No. 3.
ED 332 341

**Academic Advising**
Getting Ready for College: Advising High School Students with Learning Disabilities.
ED 332 405

**Academic Aspiration**
Enhancing Opportunities for Higher Education among Underrepresented Students.
ED 332 628

Plans of the 1988 Graduates, Los Angeles Unified School District. Publication No. 539.
ED 333 076
Raising Career Aspirations of Hispanic Girls. Fastback 320.
ED 333 083

**Academic Education**
Enhancing Opportunities for Higher Education among Underrepresented Students.
ED 332 628

**Academic Libraries**
Directory of Agencies Collecting Statistical Data from College & University Libraries.
ED 332 712

**Academic Persistence**
Beginning To Understand Why Older Students Drop Out of College: A Path Analytic Test of the Bean/Metzner Model of Nontraditional Student Attrition.
ED 332 598
Enhancing Opportunities for Higher Education among Underrepresented Students.
ED 332 628
Formulating a Conceptual Model of Nontraditional Student Attrition and Persistence in Postsecondary Vocational Education Programs.
ED 332 012
Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.
ED 332 738
Minority Advancement Program: A Research Report on an Operative Educational Model.
ED 333 075
Report on the San Mateo County Community College District Transfer Students, 1988-89.
ED 332 779
A Study of the Academic Performance of Student Athletes in California's Community Colleges.
ED 332 763

**Academic Standards**
Are We a Profession? An Emerging Profession?
ED 332 954
Colorado's Guaranteed Graduate Process.
ED 332 320
Improvement for Undergraduate Education in Texas: College-Level Competencies.
ED 332 650
Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.
ED 332 738

**Academically Gifted**

The Abilities of Gifted Children.
ED 332 398

Computer-Assisted Instruction in Treble Clef Note Reading for Gifted, Primary Students.
ED 332 399

**Acceleration (Education)**
Accelerated Schools: The Inquiry Process and the Prospects for School Change.
ED 332 276

**Acceptability Judgments**
Children's and Mother's Judgments about the Acceptable Use of Corporal Punishment.
ED 332 829

**Access to Education**
Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).
ED 332 042

City Learning Laboratories: Urban State Colleges and Universities.
ED 332 643

Community School District 4, New York City: A Case of Choice. CPRE Report Series TC-002.
ED 332 347

ESEA 25th Anniversary Hearing. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.
ED 333 059

Master Plan for Texas Higher Education 1990.
ED 332 638

**Accessibility (for Disabled)**
AIDS and Deafness: Resource Directory.
ED 332 395//

**Accountability**
Accountability as a Tool for Educational Reform: Is It an Oxymoron?
ED 333 010

From Gatekeeper to Gateway: Transforming Testing in America. Report.
ED 333 004//

Implementation of the Student Right-to-Know and Campus Security Act: What We Can Learn from Experiences with Track Record Disclosure Requirements.
ED 332 758

Leading People or Managing Things: A Summary Paper of a Comparative Investigation of Leadership Development and Practices in Educational and Military (U.S. Army) Organizations.
ED 332 314

North Carolina's School Improvement and Accountability Act: A Description of Local District Proposals.
ED 333 023

School Restructuring in California. The 1991-92 Budget; Perspectives and Issues. Reprint.
ED 332 299

Using Performance Assessment for Accountability Purposes: Some Problems.
ED 333 008

**Accountants**
Extra-Rhetorical Restraints on Writing in Accounting.
ED 332 193

**Accounting**
Audit Guidelines for 1989-90: Single Audit Act of 1984.
ED 332 298

Extra-Rhetorical Restraints on Writing in Accounting.
ED 332 193

**Accreditation (Institutions)**
NCATE-Approved Curriculum Guidelines. Initial Programs for the School Library Media Specialists.
ED 332 699

**Acculturation**
Communication and Social Values in Cross Cultural Adjustment: Conceptual Background and Some Propositions.
ED 332 239

**Accuracy**
Children's Awareness of Their Popularity and Social Acceptability.
ED 332 816

**Achievement Gains**
Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?
ED 333 079

**Acquired Immune Deficiency Syndrome**
Adolescent Behavior Change: A Review.
ED 332 086

Adolescents, AIDS and HIV: A Community-Wide Responsibility.
ED 332 986

Adolescents, AIDS and HIV. Resources.
ED 332 987

AIDS and Deafness: Resource Directory.
ED 332 395//

AIDS/HIV Infection and the Workplace: NIDA Workgroup Report.
ED 332 101

Guide to Implementing TAP. Teens for AIDS Prevention Project.
ED 332 988

Linkages: Texas Higher Education Drug Abuse Prevention Digest. Vol I, No. 1.
ED 332 583

Pediatric, Adolescent, and Maternal AIDS Branch. Report to the National Advisory Child Health and Human Development Council.
ED 332 831

What Special Education Teachers Want To Know about AIDS.
ED 332 445

**ACTFL Proficiency Guidelines**
Model Learner Outcomes for World Languages Education.
ED 332 529

Proficiency Sample Project.
ED 332 507

**Acting**
Assessment of Acting Ability.
ED 333 033

Judging Acting Ability: The Transition from Novice to Expert.
ED 333 032

**Action Research**
Collaborative Research and Social Change: Applied Anthropology in Action.
ED 333 072//

**Active Listening**
Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.
ED 332 093

**Activism**
A Foot in the Door: Rural Communities Involved in Educational Change.
ED 332 841

South Africa on the Move. A Tool Kit for Education and Action.
ED 331 960

Stokely Carmichael: The Story of Black Power.
ED 333 060//

**Adaptive Behavior (of Disabled)**
Adaptive Behavior. Abstract 26. Research & Resources on Special Education.
ED 332 390

**Adaptive Testing**
Concurrent Adaptive Measurement of Multiple Abilities.
ED 333 015

**Addiction Specialists**
Drug Free Campus Statement.
ED 332 591

**Adjustment (to Environment)**
Adult Adjustment of Individuals with Mild Disabilities One Year after Leaving School. Iowa State Follow-Up Study.
ED 332 466

How Friends Influence Adolescents' Adjustment to School.
ED 332 813

Individuals with Learning Disabilities Out of School One Year. Iowa Statewide Follow-Up Study.
ED 332 465

Maternal Emotional Responses to Preterm Birth.
ED 332 804

Young People and Disability: Selected Experiential Literature. Project Parents in Partnership.

ED 332 470
Youth with Disabilities and Chronic Illnesses: An Introductory Guide for Youth and Parents. CYD-LINE Reviews.
ED 332 406

**Administrative Change**
Preparing School Administrators for the Twenty-First Century: The Reform Agenda. NCEL Occasional Paper No. 2.
ED 332 340

Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1
ED 332 339

**Administrative Organization**
Leadership & Spirit: Rejuvenating an Organization from the Bottom Up.
ED 332 736

Leading People or Managing Things: A Summary Paper of a Comparative Investigation of Leadership Development and Practices in Educational and Military (U.S. Army) Organizations.
ED 332 314

**Administrative Principles**
Policy Administration As Rhetoric: One Leader and His Arguments.
ED 332 365

Value Organization Linkages, Educational Restructuring, and Historical Reforms.
ED 332 359

**Administrator Attitudes**
Challenge: 2000. Strategic Implementation of Georgia's Postsecondary Vocational Education System.
ED 331 998

Images of Leadership. NCEL Occasional Paper No. 7.
ED 332 345

A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.
ED 332 760

School Change and Personal Meaning: Provoking "Thoughtful" Teaching and Learning in an Urban District.
ED 333 058

Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.
ED 333 041

What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.
ED 332 614

**Administrator Characteristics**
Perceptions of BIA and Contract School Principals Towards Building Level Administrative/Leadership Roles: Implications for At-Risk Native American Students.
ED 332 850

**Administrator Education**
Educational Leadership in Alberta: A Study Conducted on Behalf of the Consortium.
ED 332 317

A Knowledge Base for Educational Leadership.
ED 332 370

Learning To Lead: Reflective Practice in Preservice Education.
ED 332 286

Limitations on Change: Current Conditions Influencing Academic Intransigence in Educational Administration Programs.
ED 332 285

Practical Guide for the School Principal: A Methodological Guide to Educational Administration and Management for the Training of Primary School Principals. Revised.
ED 332 304

Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress.
ED 333 094

Preparing School Administrators for the Twenty-First Century: The Reform Agenda. NCEL Occasional Paper No. 2.
ED 332 340

Rationale and Methods To Articulate Ethics and Administrator Training.
ED 332 379

**Administrator Effectiveness**

Materials on Policy and Performance.
ED 332 144

**Bottle Feeding**
Outcome Differences between Breast-Fed and Bottle-Fed Infants.
ED 332 826

**Brazil**
Relationship between Language Teaching Methods and Writing Quality.
ED 332 536

**Breastfeeding**
Outcome Differences between Breast-Fed and Bottle-Fed Infants.
ED 332 826

**British Columbia**
Joining the Old Boys Club? Women's Careers As School Principals in British Columbia, Canada, 1980 to 1990.
ED 332 371

**British Infant Schools**
Becoming an Expert Teacher in Informal Primary Education.
ED 332 974

**Buchman (Frank)**
Frank Buchman's Moral Re-Armament and Alfred Korzybski's General Semantics: A Comparison and Contrast.
ED 332 230

**Buddhism**
The Noble Path: Buddhist Art of South Asia and Tibet. Teacher's Packet.
ED 332 924

**Budgeting**
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.
ED 332 562
Unchanged Priorities: The Fiscal Year 1992 Bush Budget.
ED 333 071

**Budgets**
An Analysis of Site-Based Budgets of a Large Urban School District.
ED 332 325
Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.
ED 332 774
Unified Budget Recommendations for Fiscal Year 1991-92. Alabama Commission on Higher Education
ED 332 605

**Building Strong Families Program**
A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.
ED 332 787

**Building Trades**
Women in Education for Apprenticeship and Non-Traditional Employment. Final Performance Report.
ED 331 994

**Bulimia**
Sex Roles and Eating Disorders: Evidence for Two Independent Relationships.
ED 332 075

**Bulletin Boards**
Creating Student Interest through Bulletin Board Ideas for Career Orientation. Final Report.
ED 331 973

**Bureau of Indian Affairs Schools**
Perceptions of BIA and Contract School Principals Towards Building Level Administrative/Leadership Roles: Implications for At-Risk Native American Students.
ED 332 850

**Bush Administration**
Unchanged Priorities: The Fiscal Year 1992 Bush Budget.
ED 333 071

**Business Administration**
The Finnish Foreign Language Diploma for Professional Purposes.
ED 332 518

**Business Administration Education**
Human Resource Development for International Operation.
ED 332 044

**Business Communication**
Extra-Rhetorical Restraints on Writing in Accounting.
ED 332 193

**Business Education**
Business Education Curriculum Standards K-12. Revised.
ED 332 049
Ethics in the Business Curriculum? Let's Hear from the Students!
ED 332 237
Labor Market Information for Business and Marketing Occupations. Draft.
ED 331 964
Small Business Development Curriculum.
ED 331 986

**Business Role**
Model State Efforts.
ED 332 783

**Cable Television**
The Children's Video Marketplace.
ED 332 655

**California**
Accelerated Schools: The Inquiry Process and the Prospects for School Change.
ED 332 276
Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.
ED 332 315
California Community College Job Placement Services Survey.
ED 332 764
The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.
ED 332 761
English-Language Arts Model Curriculum Standards: Grades Nine through Twelve. Second Edition.
ED 332 200
Enhancing Opportunities for Higher Education among Underrepresented Students.
ED 332 628
Flexible Calendar: Evaluation and Title 5 Revisions.
ED 332 767
Junior College Teacher Load Index. A Method for Measuring Teaching Load. Form H.
ED 332 739
A Primer on Year-Round Education.
ED 332 271
Report on the San Mateo County Community College District Transfer Students, 1988-89.
ED 332 779
School Restructuring in California. The 1991-92 Budget; Perspectives and Issues. Reprint.
ED 332 299

**California Community Colleges**
The Basic Agenda: Policy Directions and Priorities for the Nineties.
ED 332 768
Fiscal Data Abstract, 1989-90. California Community Colleges. Report Number 91-1.
ED 332 778
Important Trends for California Community Colleges, 1991 Update. Based on Background Data.
ED 332 771
[Issues in California Community Colleges].
ED 332 732
A Study of the Academic Performance of Student Athletes in California's Community Colleges.
ED 332 763

**California Mentor Teacher Program**
Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.
ED 332 975

**Camping**
N.C. Department of Human Resources Therapeutic Camping System. Camp E-MUN-TALEE, Camp E-TOH-KALU, Camp E-MA-HENWU, and Camp E-KU-SUMEE.
ED 332 066
Proceedings of a Symposium on Year-Round

School. A Training Event (Tampa, Florida, November 8-9, 1990).
ED 332 843

**Canada**
Annotated Bibliography of Research in Adult Education 1983-1988.
ED 331 950
Bibliography of Rural Education in Canada. A Document Produced for the Conference: Prairie Forum on Rural Education (Brandon, Manitoba, Canada, November 8-9, 1990).
ED 332 846
Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.
ED 332 305
Child Sexual Abuse: Problems, Perspectives and Programs for Schools in the 1990s. A Guide for School Administrators.
ED 332 374
Maternal Emotional Responses to Preterm Birth.
ED 332 804
Social Studies Curriculum Guide: Grade 6. Bulletin 1987, No. 62.
ED 332 889
South Africa on the Move. A Tool Kit for Education and Action.
ED 331 960
Student Perceptions of the Role of the Reader Project. Role of the Reader 1989. Research Report.
ED 332 146
Survey of Literacy Skills Used in Daily Activities.
ED 332 557
Thematic Description of Research in Adult Education: University and Non-University Research.
ED 331 949
To Be Our Best: Learning for the Future.
ED 332 324//
Whole Language: A Framework for Thinking about Literacy Work with Adults.
ED 332 051

**Capitalism**
The Theory of Capitalist Regulation and the Development of American Higher Education.
ED 332 607

**Captioned Media**
The New "English" Teacher. A Guide to Using Captioned Television with Language Minority Students. Curriculum Guide.
ED 332 543

**Captions**
Captioned Television as "Comprehensible Input": Effects of Incidental Word Learning from Context for Language Minority Students.
ED 332 538
Using Captioned Television To Improve the Reading Proficiency of Language Minority students. Research Study.
ED 332 542

**Career Awareness**
Building Blocks for the Future. Kindergarten–Grade 12. A Developmental Framework for Life Choices. Maine Guide.
ED 332 010
Career Education in the Junior High School: What Is the Current Situation?
ED 332 022
A Guide to Career Decisions. The Sky Is the Limit. Florida VIEW Careerbook.
ED 332 008

**Career Change**
Career Transitions for Adults. Maine Guide. A Developmental Framework for Life Choices.
ED 332 011

**Career Choice**
A Guide to Career Decisions. The Sky Is the Limit. Florida VIEW Careerbook.
ED 332 008

**Career Counseling**
The Evolution of a Career Development Program.
ED 332 111

**Career Development**
Better Teaching for Better Learning: Student Achievement Results in a 4-Year Pilot Teacher Career Development Plan.
ED 333 022
Blueprint for Career Preparation. Update
ED 332 006

Developmental Models for Time of Testing x Cohort x Grade (Age) Research Designs.
ED 333 028

**Colby College ME**
Colby Alcohol Reports.
ED 232 584

**Collaborative Learning**
Collaborative Learning, Phase Two: Experimental Research.
ED 332 216

**Collaborative Teaching**
A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.
ED 332 155

**Collaborative Writing**
Voice and the Collaborative Essay.
ED 332 222
Writers at Work: A Process Approach to Writing for Grades 4 through 6.
ED 332 190//

**Collaboratives**
Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.
ED 333 086
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1987-88 School Year. Program Report 89-1.
ED 333 087
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1988-89 School Year. Program Report 90-1.
ED 333 089
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1989-1990 School Year. Program Report 91-1.
ED 333 088

**Collective Bargaining**
Faculty Representation Elections–1965-1990.
ED 332 624
Unions for Academic Library Support Staff. Research Bulletin No. 4, Fall 1986.
ED 332 702

**College Administration**
[Issues in California Community Colleges].
ED 332 732

**College Athletics**
Research Issues and Strategies in Regard to the Educational Treatment of the Black Athlete.
ED 332 642
A Study of the Academic Performance of Student Athletes in California's Community Colleges.
ED 332 763

**College Choice**
A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.
ED 332 760
Where Shall I Go to College to Study Advertising?
ED 332 235

**College Credits**
The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.
ED 332 348

**College Curriculum**
Designations Analysis of Selected College Health Textbooks for Content Relating to "Healthy People."
ED 332 564
Drug Free Campus Statement.
ED 332 591
Where Shall I Go to College to Study Advertising?
ED 332 235

**College English**
Achieving Curricular Coherence through the Teaching of Classic Texts, September 1, 1986-August 31, 1988.
ED 332 653
The Relationship between the Portfolio Method of Teaching Writing and Measures of Personality and Motivation.

ED 332 184

**College Entrance Examinations**
Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.
ED 332 475

**College Environment**
The College Milieu for the 1990s: Increasing Black Student Retention Rates on White Campuses.
ED 333 091
In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns.
ED 332 085
A Model for Strategic Planning for a Community College Threatened by the Changes in the Military Environment.
ED 332 775
Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.
ED 332 743

**College Faculty**
Fact Book, 1990-91.
ED 332 772
[Issues in California Community Colleges].
ED 332 732
Oregon Office of Community College Services: Profile, 1989-90.
ED 332 737
A Study of Certificated Salaries and Fringe Benefits of California Community College Districts, 1990-91.
ED 332 780
WAC and Engineering, or Why Engineers Can't Write.
ED 332 199

**College Freshmen**
A Freshman Admissions Prediction Equation: An Evaluation and Recommendation.
ED 333 018
Improvement for Undergraduate Education in Texas: College-Level Competencies.
ED 332 650
Test Anxiety in Different Curricular Areas: An Exploratory Analysis of the Role of Subject Matter.
ED 333 027

**College Housing**
[Alcohol and Drug Education Program Materials.]
ED 332 582

**College Level Academic Skills Test**
The Clash between Teachers' Personal Views of Student Writing and Views Imposed by the State.
ED 332 209

**College Outcomes Assessment**
[Appalachian College Assessment Consortium Project.]
ED 332 649
Assessing Assessment: An In-depth Status Report on the Higher Education Assessment Movement in 1990. The First Report of a National Survey. Higher Education Panel Report Number 79.
ED 332 625
Institutional Improvement: Making Assessment Work for You.
ED 332 759

**College Planning**
Community College Journal for Research and Planning, Volume VII, Numbers 1 and 2.
ED 332 733
Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.
ED 332 774
Institutional Improvement: Making Assessment Work for You.
ED 332 759
A Model for Strategic Planning for a Community College Threatened by the Changes in the Military Environment.
ED 332 775

**College Preparation**
Dimensions of Diversity: The Fenway Middle College High School Comes to Bunker Hill Community College.

ED 332 747
Enhancing Opportunities for Higher Education among Underrepresented Students.
ED 332 628
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.
ED 332 734
Getting Ready for College: Advising High School Students with Learning Disabilities.
ED 332 405
Improvement for Undergraduate Education in Texas: College-Level Competencies.
ED 332 650
Statistical Summary of Missouri Higher Education 1989-1990 with FY 1989 Missouri Student Achievement Study Supplement.
ED 332 640

**College Presidents**
The Role of the University Presidential Spouse as Perceived by Spouses and Chairs of Boards of Trustees at Association of American Universities Affiliated Institutions. Executive Summary.
ED 332 644

**College Programs**
Values Education in College and Universities: An Overview of Collaborative Projects between Student Affairs and Academic Affairs.
ED 332 231

**College Role**
Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.
ED 332 741

**College School Cooperation**
City Learning Laboratories: Urban State Colleges and Universities.
ED 332 643
Dimensions of Diversity: The Fenway Middle College High School Comes to Bunker Hill Community College.
ED 332 747
Inclusive Middle Schooling Practices: Shifting from Deficit to Support Models.
ED 332 355
Partnerships in Education.
ED 333 068
The PATS Project: A State of Tennessee School Reform Initiative.
ED 332 294
A Responsive High School Feedback System.
ED 332 600
A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.
ED 332 155

**College Science**
U.S. Nuclear Engineering Education: Status and Prospects.
ED 332 873

**College Second Language Programs**
Student Foreign Language Projects at RUC. ROLIG papir 42.
ED 332 547
Training Teachers in the Natural Approach.
ED 332 516

**College Students**
Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.
ED 332 475
Alcohol Problems Prevention/Intervention Programs: Guidelines for College Campuses. Revised.
ED 332 593
Assessing Assessment: An In-depth Status Report on the Higher Education Assessment Movement in 1990. The First Report of a National Survey. Higher Education Panel Report Number 79.
ED 332 625
Cognitive Levels of Reasoning Among Traditional and Non-Traditional Age College Students.
ED 332 619
Colby Alcohol Reports.
ED 332 584
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630

The College Milieu for the 1990s: Increasing Black Student Retention Rates on White Campuses.
ED 333 091

Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.
ED 333 049

Performance at the Top: From Elementary through Graduate School. Policy Information Report.
ED 333 052

The Power Game: Sexual Harassment on the College Campus.
ED 332 248

Student Motivation and Self-Regulated Learning: A LISREL Model.
ED 333 006

A Study To Determine the Drinking Patterns and Related Behaviors of SEEK Program Students. Societal Factors.
ED 332 120

University of Bridgeport Drug Abuse Prevention Standards and Resources.
ED 332 588

Validity Study of the U.T. Austin Test for Credit in Chinese: Spring and Fall 1985 and Spring 1986. RB-86-5.
ED 333 040

**College Transfer Students**
A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.
ED 332 744

The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.
ED 332 761

Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.
ED 332 738

Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.
ED 332 743

Report on the San Mateo County Community College District Transfer Students, 1988-89.
ED 332 779

**Collegiality**
Collegial Groups in School Improvement: Project SIGN.
ED 332 300

The Dailiness of School Collaboration.
ED 332 264

School Restructuring: A Case Study in Teacher Empowerment. NCEL Occasional Paper No. 4.
ED 332 342

The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1987-88 School Year. Program Report 89-1.
ED 333 087

The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1989-1990 School Year. Program Report 91-1.
ED 333 088

**Colorado**
Colorado's Guaranteed Graduate Process.
ED 332 320

Survey of First- and Third-Year Teachers and Their Supervisors, 1990.
ED 332 971

**Colorado Foreign Language Proficiency Sample Proj**
Proficiency Sample Project.
ED 332 507

**Comedy**
Farce: A History from Aristophanes to Woody Allen.
ED 332 177//

The Impulse toward Comedy in Margaret Atwood's Poetry.
ED 332 186

**Commercial Television**
The Children's Video Marketplace.
ED 332 655

**Communicable Diseases**
Adolescents, AIDS and HIV: A Community-Wide Responsibility.

ED 332 986

**Communication (Thought Transfer)**
Evidence for the "Geometric" Comprehension of Manual Pointing.
ED 332 815

Human Learning and Behavior Branch. A Report to the National Advisory Child Health and Human Development Council.
ED 332 830

Using Interpreters and Translators To Meet the Needs of Handicapped Language Minority Students and Their Families. Program Information Guide Series No. 4.
ED 332 540

**Communication Apprehension**
The Attitude-Proficiency Relationship: A Non-Linear Perspective.
ED 332 503

Listening Comprehension: Textual, Contextual, Cognitive, and Affective Considerations.
ED 332 513

**Communication Behavior**
The Power Game: Sexual Harassment on the College Campus.
ED 332 248

**Communication Competencies**
Obstacles to Excellence: Factors Leading to an Exaggerated Sense of Communication Proficiency.
ED 332 256

**Communication Problems**
Obstacles to Excellence: Factors Leading to an Exaggerated Sense of Communication Proficiency.
ED 332 256

One of the Things at Stake in the Peer-Group Conference: The Feminine.
ED 332 187

**Communication Research**
He-Said-She-Said: Talk as Social Organization among Black Children.
ED 333 065//

The Sound (and Sight) of Silence: Notes on Television and the Communication Ecology of Adolescent Homosexuality.
ED 332 242

**Communication Skills**
Computer Courseware. Advisory List.
ED 332 692

Into Adolescence: Communicating Emotions. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 068

LEAD: Communication Training for Leadership Development.
ED 332 241

Obstacles to Excellence: Factors Leading to an Exaggerated Sense of Communication Proficiency.
ED 332 256

The Parent's Handbook: Systematic Training for Effective Parenting. Third Edition.
ED 332 112

Techniques de Theatre Integrees a l'Enseignement du Francais 1989 = Theatre Techniques Integrated into the Teaching of French, 1989.
ED 332 233

**Communication Strategies**
Obstacles to Excellence: Factors Leading to an Exaggerated Sense of Communication Proficiency.
ED 332 256

Pragmatic Humanism in the Workplace: Reaching the Troubled Employee via the Constructive Confrontation Strategy.
ED 332 247

**Communication Styles**
One of the Things at Stake in the Peer-Group Conference: The Feminine.
ED 332 187

**Communications**
Kansas Communication and Instruction System through Fiber-Optic Transmission.
ED 332 269

**Communications Curriculum**
Rhetorical and Grammatical Tests To Enter Students as Mass Communication Majors.
ED 332 243

**Communications Satellites**
Change Impact–Building a Rural Telecommunications Network.
ED 332 013

Distance Learning Case Studies.
ED 332 661

Exploring the Airways for Adult Education. Section 310, Final Report.
ED 332 678

Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.
ED 332 481

**Communicative Competence (Languages)**
Formalizing Informal EFL Teaching and Learning.
ED 332 541

**Community Action**
Black Male Achievement: From Peril to Promise. Report of the Superintendent's Advisory Committee on Black Male Achievement.
ED 333 054

Collaborative Research and Social Change: Applied Anthropology in Action.
ED 333 072//

**Community Based Education**
Imagineering: Key to Educational Futures.
ED 332 310

**Community Colleges**
Community College Exemplary Instructional Programs, Volume III.
ED 332 770

Community College Exemplary Instructional Programs, 1988-1989.
ED 332 769

Community College Journal for Research and Planning, Volume VII, Numbers 1 and 2.
ED 332 733

Fiscal Data Abstract, 1989-90. California Community Colleges. Report Number 91-1.
ED 332 778

Write Where You Are: The Off-Campus Composition Course.
ED 332 183

**Community Cooperation**
An Implementation Guide for the New Futures Initiative.
ED 332 293

**Community Coordination**
Rural Schools and Community Development: A Conceptual Design Project.
ED 332 833

**Community Health Services**
Alcohol/Drug Abuse for East Carolina University Students, Faculty, and Staff.
ED 332 576

**Community Involvement**
A Foot in the Door: Rural Communities Involved in Educational Change.
ED 332 841

Implementing Change with Staff, Parent and Community Involvement.
ED 332 267

**Community Programs**
Collaborative Research and Social Change: Applied Anthropology in Action.
ED 333 072//

Community Service at Marist College: Expanding a Partnership.
ED 332 651

The Evaluation Center Cube: A Classification Tool.
ED 333 037

**Community Service**
Community Service: A Comparative Study at Catholic High School Programs in an Urban Archdiocese.
ED 333 073

**Community Services**
[Community Service Program, Westmont College.]
ED 332 645

Kansas State University Community Service Program.
ED 332 652

Youth with Disabilities and Chronic Illnesses: International Issues. CYDLINE Reviews.

PRISE Reporter, Volume 21, No. 1-5, October 1989-June 1990.
ED 332 436

Reconceptualization of Financing under P.L. 99-457, Part H.
ED 332 454

Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education. Project ASSIST.
ED 332 471

A Resource Guide in the Visual Arts for Youth with Exceptional Educational Needs.
ED 332 388

Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.
ED 332 481

Self-Advocacy, Feature Issue of IMPACT.
ED 332 430

Social Integration of Handicapped Students: Cooperative Goal Structuring. Research Brief for Teachers. Brief T1.
ED 332 383

Special Education and Resource Center (SETRC), 1989-1990. OREA Report.
ED 332 433

Special Education Support Services: Program Evaluation Report. No. 91-059.
ED 333 005

Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.
ED 332 483

The Use of Music and Its Effects on the Behavior and Academic Performance of Special Students: A Review of the Literature.
ED 332 447

Use of the "Attitudes Toward Mainstreaming Scale" with Undergraduate Education Students.
ED 332 992

Using Interpreters and Translators To Meet the Needs of Handicapped Language Minority Students and Their Families. Program Information Guide Series No. 4.
ED 332 540

Workbook Series for Providing Services to Children with Handicaps and Their Families. Worbook for: Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.
ED 332 462

Young People and Disability: Selected Experiential Literature. Project Parents in Partnership.
ED 332 470

Youth with Disabilities and Chronic Illnesses: An Introductory Guide for Youth and Parents. CYDLINE Reviews.
ED 332 406

Youth with Disabilities and Chronic Illnesses: International Issues. CYDLINE Reviews.
ED 332 407

**Disadvantaged**
Creating More Responsive Student Evaluation Systems for Disadvantaged Students. Report No. 15.
ED 333 042

More Responsive High Schools, Student Information, and Problem Solving. Report No. 12.
ED 333 063

**Disadvantaged Youth**
A Handbook for Developing a Precollege Program and Involving College Students in a Community Service Project and a Report of the Precollegiate Enrichment Program, West Georgia College.
ED 332 646

**Discipline**
Teacher Reasoning and Moral Judgement in the Context of Student Discipline Situations.
ED 332 973

Two Pieces of Wood: Symbols of Control.
ED 332 368

**Discipline Based Art Education**
Beyond Creating: Roundtable Series.
ED 332 936

Education in Art: Future Building. Proceedings of a National Invitational Conference. (Los Angeles, California, February 2-4, 1989).
ED 332 935

Roundtable Series II. Proceedings Report.
ED 332 934

**Discipline Policy**
Carl Albert State College Drug-Free School and Community Policy.
ED 332 579

Drug Free Campus Statement.
ED 332 591

A Drug-Free School & Workplace.
ED 332 587

Guide for a Drug-Free Workplace and Campus.
ED 332 585

Kearney State College Drug-Free Campus Program.
ED 332 592

Lehigh County Community College Substance Abuse Prevention Program. LCCC Drug Free Campus.
ED 332 581

North Carolina Agricultural and Technical State University Drug Education Policy.
ED 332 580

Personal Perspectives on Classroom Management.
ED 332 959

Policy and Procedures Related to Drug and Alcohol Use.
ED 332 573

Policy Statement on Illicit Drugs and Alcohol.
ED 332 571

Roanoke College Student Conduct Code 1990-91.
ED 332 574

South Dakota Board of Regents Systemwide Quality-of-Life Policies.
ED 332 578

Students and the Law. Fastback Series No. 317.
ED 332 373

University of Bridgeport Drug Abuse Prevention Standards and Resources.
ED 332 588

University of Northern Colorado Drug and Alcohol Policy [and] Drug Prevention/Education Program at UNC [and] University of Northern Colorado Alcohol Use Survey.
ED 332 575

VSU Campus Alcohol and Drug Policies and Procedures. Revised 1990. Program Design and Questionnaire.
ED 332 586

**Discourse Analysis**
Extra-Rhetorical Restraints on Writing in Accounting.
ED 332 193

Face-Threatening Acts and Politeness Theory: Contrasting Speeches from Supervisory Conferences.
ED 332 354

Media and Discourse in the 20th Century Coffeehouse Movement.
ED 332 254

The Relevance of Discourse Analysis of Supervisory Conferences: An Exploration.
ED 332 353

Rhetorics of Resistance.
ED 332 207

**Discourse Modes**
Discourse and Leadership: Which is Best for Morale and Productivity a Monologue or a Dialogue?
ED 332 240

**Discussion (Teaching Technique)**
One of the Things at Stake in the Peer-Group Conference: The Feminine.
ED 332 187

"Unfinished Story" [The Making of a Learning Center Using Freirean and Democratic Plans.]
ED 332 212

**Disease Control**
What Special Education Teachers Want To Know about AIDS.
ED 332 445

**Diseases**
AIDS and Deafness: Resource Directory.
ED 332 395//

**Distance Education**
Application of New Technologies (Including Computers) in Distance Education: Implications for the Training of Distance Educators.
ED 332 683

The Development, Pilot-Testing, and Dissemination of a Comprehensive Evaluation Model for Assessing the Effectiveness of a Two-Way Interactive Distance Learning System. Final Report.
ED 332 690

Distance Education and Developing Countries.
ED 332 679

A Distance Education Approach to Continuing Legal Education in South Dakota Using Public Television Overnight Service.
ED 332 676

Distance Learning Case Studies.
ED 332 661

Distance Learning Using Digital Fiber Optics: Applications, Technologies, and Benefits.
ED 332 845

Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.
ED 332 684

Instructional Teleconferencing Models for Enhancing the Quality of Education.
ED 332 659

K-12 Distance Education in the United States: Technology Strengths, Weaknesses, and Issues.
ED 332 687

Learning From a Distance: U-Maine & ESL Go Electronic.
ED 332 523

Producing Distance Learning Materials: Cash and Other Constraints.
ED 332 654

Reaching Out to Rural Learners. Rural Economy Series Bulletin 1.
ED 332 832

Remote Learning: Technologies & Opportunities.
ED 332 656

Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.
ED 332 481

Third Generation Distance Education: The Challenge of New Technology.
ED 332 682

Using a Computer-Based Audiographic Telecommunication System for Distance Learning.
ED 332 662

**Distress**
Girls in Distress in Israel.
ED 332 879

**Distributive Education**
Strategies for Developing the Affective Work Competencies of Marketing Education Students.
ED 332 036

**District of Columbia Public Schools**
Evaluation of Project LEAD Programs in the District of Columbia Public Schools.
ED 332 329

**Diversity (Student)**
Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.
ED 332 635//

**Divorce**
Briefs for Parents in Ready-to-Copy Form (English Version).
ED 332 861

**Doctoral Dissertations**
Dissertations 1979-1989: A Cumulative Bibliography of University at Albany Doctoral Dissertations.
ED 332 730

Educational Research. A Guide for Preparing a Thesis or Dissertation Proposal in Education. Fifth Edition.
ED 332 953//

**Dogrib (Tribe)**
Kw'atindee Bino Community Teacher Education Program. Intern Profiles: Community and School Partnerships; Culture and Learning; Curriculum and Children.
ED 332 848

**Dramatics**
Farce: A History from Aristophanes to Woody Allen.
ED 332 177//

**Drinking**
Alcohol: The Real Story. It's Your Choice.
ED 332 059

Drunk Driving. Surgeon General's Workshop. Proceedings (Washington, D.C., December 14-16, 1988).

Systems for Disadvantaged Students. Report No. 15.

ED 333 042

Economics Program Review in the State University System of Florida.

ED 332 893

Performance Assessment: What's Out There and How Useful Is It Really?

ED 333 051

The Relationship between the Portfolio Method of Teaching Writing and Measures of Personality and Motivation.

ED 332 184

Review of Geography: State University System of Florida.

ED 332 894

Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.

ED 332 930

A Survey of More Authentic Assessment Practices.

ED 333 039

Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.

ED 332 309

Testing and Assessment. Special Collection Number 1.

ED 332 165

Using Performance Assessment for Accountability Purposes: Some Problems.

ED 333 008

**Educational Attainment**
Down and Out in Rural America: The Status of Blacks and Hispanics in the 1980s.

ED 332 839

A Dream Denied: The Black Family in the Eighties.

ED 333 084

Educational Disadvantages of Vietnamese Amerasians in Comparison to Vietnamese Peers Enroute to the United States.

ED 332 511

Educational Level and Illiteracy Rates of Mothers and Step-Fathers of Vietnamese Amerasians Enroute to the United States.

ED 332 510

**Educational Benefits**
"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City.

ED 332 026

"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City. Executive Summary.

ED 332 025

**Educational Change**
Accountability as a Tool for Educational Reform: Is It an Oxymoron?

ED 333 010

Change in Schools: Facilitating the Process. SUNY Series in Educational Leadership.

ED 332 261

Communication for a Shared Understanding: The Role of Semiotics in Establishing a Culture for Change.

ED 332 238

Educational Reform in the 1980s: Explaining Some Surprising Success. NCEL Occasional Paper No. 5.

ED 332 343

Effecting Institutional Change through Writing across the Curriculum: Ideology and Inner Dialogue.

ED 332 220

A Foot in the Door: Rural Communities Involved in Educational Change.

ED 332 841

A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.

ED 332 855

From Gatekeeper to Gateway: Transforming Testing in America. Report.

ED 333 004//

Learning in the Future. The ThinkAhead Project: Forum No. 1 [and] Summary of Project.

ED 332 782

The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.

ED 332 348

A Model for Strategic Planning for a Community

College Threatened by the Changes in the Military Environment.

ED 332 775

Reform in Teacher Education: A Sociological View.

ED 332 981

Rise, Development and Changing Conceptions of Curriculum Administration and Curriculum Guidelines in Norway: The National-Local Dilemma.

ED 332 303

School Change and Personal Meaning: Provoking "Thoughtful" Teaching and Learning in an Urban District.

ED 333 058

Strengthening Education for American Families Act.

ED 332 002

Teacher Education and the Role of External Actors: Four Case Studies.

ED 332 967

Teacher Strike in a Rural State: Ready for Reform.

ED 332 859

Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.

ED 332 309

Tennessee Public Education: Five Years of Accomplishments and Challenges for the Future. Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission.

ED 332 311

The Theory of Capitalist Regulation and the Development of American Higher Education.

ED 332 607

To Be Our Best: Learning for the Future.

ED 332 324//

Towards a Feminist Pedagogy for the Sociology of Women's Education in Aotearoa, New Zealand: A Life History Approach.

ED 332 609

What Curriculum for the 21st Century?

ED 332 663

What School for Africa in the Year 2000? Report of the Proceedings of the Pan-African Conference on Education (Yaounde, Cameroon, April 2-9, 1984).

ED 332 278

**Educational Cooperation**
A Manager's Handbook to Partnerships: How To Set-Up, Run and Maintain Partnerships. Partnerships in Education Journal.

ED 332 275

Not Aid, Cooperation. European Congress on Continuing Education and Training (3rd, Berlin, Federal Republic of Germany, March 14-15, 1991).

ED 332 052

**Educational Development**
Argentina: Reallocating Resources for the Improvement of Education. A World Bank Country Study.

ED 332 916

Challenge: 2000. Strategic Implementation of Georgia's Postsecondary Vocational Education System.

ED 331 998

Country Reports.

ED 332 920

Distance Education and Developing Countries.

ED 332 679

Subregional Seminar on Teaching Training in Environmental Education for Asia (Serdang, Selangor, Malaysia, November 15-22, 1987). Final Report.

ED 332 919

The Theory of Capitalist Regulation and the Development of American Higher Education.

ED 332 607

What School for Africa in the Year 2000? Report of the Proceedings of the Pan-African Conference on Education (Yaounde, Cameroon, April 2-9, 1984).

ED 332 278

**Educational Economics**
Economic Values Implicit in the Social Construction of American Universities.

ED 332 632

**Educational Environment**
Fall 1989 Learning Environments in Tennessee Schools. Executive Summary.

ED 332 295

How Friends Influence Adolescents' Adjustment to School.

ED 332 813

Measurement and Model Linkages in Assessing School Environments.

ED 332 360

Organizational Culture in Adult Basic Education in the Netherlands.

ED 332 039

The PATS Project: A State of Tennessee School Reform Initiative.

ED 332 294

Reclaiming Youth At Risk. Our Hope for the Future.

ED 332 292//

The Relationship between Teacher Use of Cooperative Learning and Teacher Efficacy.

ED 332 977

Researching Language Practices in Other Disciplines: Seeing Ourselves as "Other."

ED 332 181

Street Gangs and the Schools: A Blueprint for Intervention. Fastback 321.

ED 333 082

**Educational Equipment**
District 75/Citywide E.C.I.A. Chapter 1, P.L. 89-313 Handicapped Program, 1989-90. State Report. OREA Report.

ED 332 432

**Educational Equity (Finance)**
An Analysis of Site-Based Budgets of a Large Urban School District.

ED 332 325

The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.

ED 332 330

**Educational Experiments**
Randomized Field Experiments in Education.

ED 333 031

**Educational Facilities**
Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.

ED 332 774

Statistical Summary of Missouri Higher Education 1989-1990 with FY 1989 Missouri Student Achievement Study Supplement.

ED 332 640

**Educational Facilities Improvement**
The Classroom: Physical Environments That Enhance Teaching and Learning (An Investigation of the Teaching/Learning Environment at the University of California, Davis).

ED 332 618

**Educational Finance**
An Analysis of Site-Based Budgets of a Large Urban School District.

ED 332 325

Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.

ED 332 562

Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.

ED 332 315

Educational Expenditure Patterns in a Region of Ontario: 1980-1988.

ED 332 321

Fiscal Data Abstract, 1989-90. California Community Colleges. Report Number 91-1.

ED 332 778

Is It Financially Feasible for Texas Public Schools To Implement the Prekindergarten Three-Year-Old Program?

ED 332 328

The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.

ED 332 330

Minnesota School Finance: A Guide for Legislators.

ED 332 297

Mobilization and Management of Financial Resources for Eduction (A Synthesis of a Few Case Studies). Reports/Studies Working Series No.

Urban Education Goals. Proceedings from Meetings with Representatives from 70 National Education, Business and Philanthropic Organizations.

ED 333 090

A Template for Preparing A Technology Applications Plan.

ED 332 670

What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.

ED 332 614

**Educational Policy**
Argentina: Reallocating Resources for the Improvement of Education. A World Bank Country Study.

ED 332 916

The Basic Agenda: Policy Directions and Priorities for the Nineties.

ED 332 768

Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90. Focus on F. B. Leon Guerrero Middle School.

ED 332 296

The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.

ED 332 348

Mobilization and Management of Financial Resources for Eduction (A Synthesis of a Few Case Studies). Reports/Studies Working Series No. S.137.

ED 332 313

Problems in Calculating and Comparing Dropout Rates. ERS Research Digest.

ED 332 272//

Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).

ED 332 301

Rise, Development and Changing Conceptions of Curriculum Administration and Curriculum Guidelines in Norway: The National-Local Dilemma.

ED 332 303

Secondary Education: The Future. Policy Statement.

ED 332 896

Working Models of Choice in Public Education. CPRE Report Series RR-018.

ED 332 350

**Educational Practices**
Do or Die: Educational Pressure and Teenage Suicide in Japan.

ED 332 906

Images in Action. Learning Tomorrow: Linking Technology and Restructuring.

ED 332 672

Learning in the Future. The ThinkAhead Project: Forum No. 1 [and] Summary of Project.

ED 332 782

The Young Child's Need for Death Education.

ED 332 801

**Educational Principles**
Cooperative Learning and Teacher Beliefs about Pedagogy.

ED 332 979

Cooperative Learning–Part 2: The Classroom Teacher.

ED 332 969

Delaware Secondary School Athletic Association (DSSAA) 25th Annual Official Handbook, 1990-1991.

ED 332 997

Is There a Conservative Ideology of Education?

ED 332 351

Secondary Education: The Future. Policy Statement.

ED 332 896

Teaching the Gifted.

ED 332 400

"Unfinished Story" [The Making of a Learning Center Using Freirean and Democratic Plans.]

ED 332 212

**Educational Program Auditing**
Seeing the Whole Picture: The Educational Program Audit.

ED 332 265

**Educational Psychology**

A Guide to Motivational Procedures for Instruction.

ED 332 752

Instructor's Manual with Test Items for Myron H. Dembo's Applying Educational Psychology in the Classroom. Fourth Edition.

ED 332 999//

Thoughts on Art Education. Occasional Paper 2.

ED 332 933

**Educational Quality**
The Basic Agenda: Policy Directions and Priorities for the Nineties.

ED 332 768

Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.

ED 332 305

The Ecology of Child Care: The Relationship of Parent-Caregiver Support and Child Care Quality to Toddler Behavior.

ED 332 823

Master Plan for Texas Higher Education 1990.

ED 332 638

Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.

ED 332 309

Third Generation Distance Education: The Challenge of New Technology.

ED 332 682

To Be Our Best: Learning for the Future.

ED 332 324//

**Educational Radio**
The Role of Educational Broadcasts in Japanese Schools. Third Edition.

ED 332 728

Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.

ED 332 680

**Educational Research**
Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).

ED 332 042

Council for Cultural Co-Operation. EUDISED Data Network Group Meeting (Strasbourg, France, November 14-15, 1990).

ED 332 725

Educational Research. A Guide for Preparing a Thesis or Dissertation Proposal in Education. Fifth Edition.

ED 332 953//

Education in Art: Future Building. Proceedings of a National Invitational Conference. (Los Angeles, California, February 2-4, 1989).

ED 332 935

The Evaluation of Educational Programmes: Methods, Uses and Benefits. Part A, Volume 24. Report of the Educational Research Workshop (North Berwick, Scotland, November 22-25, 1988).

ED 333 011//

Researching Literacy in Industrialised Countries: Trends and Prospects. UIE Reports 2.

ED 332 045

**Educational Resources**
Catalog of Citizenship, Economics, Law-Related, Values, and Character Education Curriculum Materials. Fourth Edition. Revised 1989.

ED 332 900

China in a World Cultures Social Studies Curriculum: A Guide for Teachers.

ED 332 939

Drug-Free Schools: A National Challenge. Drug Testing.

ED 332 696

Elementary Level Resources on China.

ED 332 940

Elementary Level Resources on Japan.

ED 332 938

ERIC Directory of Education-Related Information Centers.

ED 332 726

Highly Recommended Audio-Visual Resources on China.

ED 332 941

Japan in a World Cultures Social Social Studies Curriculum: A Guide for Teachers.

ED 332 937

Resource Guide for the Blueprint for Career Preparation. A Listing of Career Development Books,

Software, Kits, and Materials.

ED 332 009

Resources in Education (RIE). Volume 26, Number 10.

ED 331 948

Working with Underprepared Students: Strategies from Faculty.

ED 332 746

**Educational Restructuring**
Communication for a Shared Understanding: The Role of Semiotics in Establishing a Culture for Change.

ED 332 238

Exploring Policy Options To Restructure Education.

ED 332 323

**Educational Sociology**
Towards a Feminist Pedagogy for the Sociology of Women's Education in Aotearoa, New Zealand: A Life History Approach.

ED 332 609

**Educational Strategies**
America 2000: An Education Strategy. Revised Edition.

ED 332 380

Strategies for Success: Achieving the National Urban Education Goals. Proceedings from Meetings with Representatives from 70 National Education, Business and Philanthropic Organizations.

ED 333 090

**Educational Technology**
Application of New Technologies (Including Computers) in Distance Education: Implications for the Training of Distance Educators.

ED 332 683

Catch the Wave: The Future Is Now. Proceedings of the National Conference of the Association for Media and Technology in Education in Canada (St. John's, Newfoundland, Canada, June 9-12, 1990).

ED 332 668

Images in Action. Learning Tomorrow: Linking Technology and Restructuring.

ED 332 672

A Profile of Users of a Level One Videodisc-Based Elementary School Science Program.

ED 332 869

Teaching with Technology.

ED 332 438

Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.

ED 333 003

**Educational Television**
Channel One: Are Schools Trading Captive Student Audiences for Free Equipment?

ED 332 664

The Development, Pilot-Testing, and Dissemination of a Comprehensive Evaluation Model for Assessing the Effectiveness of a Two-Way Interactive Distance Learning System. Final Report.

ED 332 690

A Distance Education Approach to Continuing Legal Education in South Dakota Using Public Television Overnight Service.

ED 332 676

Distance Learning Case Studies.

ED 332 661

Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.

ED 332 684

Learning From a Distance: U-Maine & ESL Go Electronic.

ED 332 523

The Role of Educational Broadcasts in Japanese Schools. Third Edition.

ED 332 728

Videotaped Mathematics Instruction Used as a Resource in Compensating for Absence.

ED 332 876

"With Mother" and Its Viewers: Behavior Monitoring of 2- and 3-year-olds.

ED 332 681

Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.

ED 332 680

**Educational Testing**
Appropriate Testing

cation of Students with Behavioral Disorders: II.
ED 332 435
Statewide Parent Organization Demonstration Project: Final Report.
ED 332 425
Therapeutic Case Advocacy Trainers' Guide: A Format for Training Direct Service Staff and Administrators. Therapeutic Case Advocacy Project.
ED 332 420
Therapeutic Case Advocacy Workers' Handbook. Therapeutic Case Advocacy Project.
ED 332 419
Transition Policies Affecting Services to Youth with Serious Emotional Disabilities. Youth in Transition Project.
ED 332 422
Working Together: The Parent/Professional Partnership. Families as Allies Project.
ED 332 412
Youth in Transition: A Description of Selected Transition Programs Serving Adolescents with Emotional Disabilities. Youth in Transition Project.
ED 332 421

**Emotional Experience**
Maternal Emotional Responses to Preterm Birth.
ED 332 804

**Emotional Response**
Interaction in High-Risk Dyads: Maternal Affect and Child Synchrony.
ED 332 473
Temporality and Affect: Useful Starting Points in Interpretation.
ED 332 149

**Emotions**
Into Adolescence: Communicating Emotions. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 068

**Employed Parents**
Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.
ED 332 812
Effects of Maternal Employment on Perceived Parental Sex-Role Characteristics.
ED 332 113
State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.
ED 331 990
The State of America's Children: 1991.
ED 332 797

**Employed Women**
Earnings Differences between Women and Men. Facts on Working Women No. 90-3.
ED 331 992
Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.
ED 332 786
Marriage and Family Life in Ireland: A Contemporary Study.
ED 332 092
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.
ED 332 910
Planning Human Resource Development through Equal Opportunities. A Handbook.
ED 332 030
State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.
ED 331 990
Women in Education for Apprenticeship and Non-Traditional Employment. Final Performance Report.
ED 331 994
Women in the Skilled Trades and in Other Manual Occupations. Facts on Working Women No. 90-5.
ED 331 993
20 Facts on Women Workers. Facts on Working Women No. 90-2.
ED 331 991

**Employee Assistance Programs**
AIDS/HIV Infection and the Workplace: NIDA Workgroup Report.
ED 332 101
An Employer's Guide to Dealing with Substance Abuse.
ED 332 095
Pragmatic Humanism in the Workplace: Reach-

ing the Troubled Employee via the Constructive Confrontation Strategy.
ED 332 247
Public/Private Partnerships in Aging. Working with the Business Community on Eldercare. A Primer for the Aging Network.
ED 331 979
What Works: Workplaces Without Drugs.
ED 332 102

**Employees**
Blackhawk Technical College Alcohol and Other Drug Abuse Program.
ED 332 577
Technical, Scientific and Procedural Issues of Employee Drug Testing: Consensus Report.
ED 332 103
University of Bridgeport Drug Abuse Prevention Standards and Resources.
ED 332 588

**Employer Attitudes**
Classics in the Market Place: An Independent Research Study on Attitudes to the Employment of Classics Graduates.
ED 332 569
The Congruence between Industry Demand and Professional School Response in Architecture.
ED 332 597
Effects of Structural Change on Labor Supply in Wisconsin.
ED 331 963
Human Resource Development for International Operation.
ED 332 044
Youth Employment in American Industry.
ED 333 069

**Employer Employee Relationship**
Pragmatic Humanism in the Workplace: Reaching the Troubled Employee via the Constructive Confrontation Strategy.
ED 332 247

**Employers**
An Employer's Guide to Dealing with Substance Abuse.
ED 332 095
Model State Efforts.
ED 332 783

**Employment**
Employment and People with Disabilities.
ED 332 468
Services for People with Developmental Disabilities. 1990 Chartbook.
ED 332 464

**Employment Interviews**
Job Hunting? It's a Jungle out There! Jungle Survival Guide II.
ED 332 007

**Employment Level**
Early Labor Market Experiences of Proprietary School Students. CRS Report for Congress.
ED 332 003
Individuals with Learning Disabilities Out of School One Year. Iowa Statewide Follow-Up Study.
ED 332 465
Legal Employment at Midcareer: The Influence of Social and Academic Origins.
ED 332 083

**Employment Opportunities**
Employment and People with Disabilities.
ED 332 468
Important Trends for California Community Colleges, 1991 Update. Based on Background Data.
ED 332 771
A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.
ED 332 760
U.S. Nuclear Engineering Education: Status and Prospects.
ED 332 873

**Employment Patterns**
Effects of Structural Change on Labor Supply in Wisconsin.
ED 331 963
Labor Market Information for Business and Marketing Occupations. Draft.
ED 331 964
Plans of the 1988 Graduates, Los Angeles Unified

School District. Publication No. 539.
ED 333 076
Women in the Linguistics Profession: The Cornell Lectures. Conference on Women in Linguistics (Ithaca, New York, June 1989).
ED 332 504
Women in the Skilled Trades and in Other Manual Occupations. Facts on Working Women No. 90-5.
ED 331 993
Youth Employment in American Industry.
ED 333 069

**Employment Potential**
Books on Foreign Languages and Careers.
ED 332 490
Classics in the Market Place: An Independent Research Study on Attitudes to the Employment of Classics Graduates.
ED 332 569
What Work Requires of Schools. A SCANS Report for America 2000.
ED 332 054
Workplace Competencies for Teachers and Tutors. Bridging the Gap.
ED 331 959

**Employment Practices**
Recruiting and Retaining Newspaper Minority Employees: How to Do It.
ED 332 172
State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.
ED 331 990
Student Employment Programs in ARL Libraries. SPEC Kit 168.
ED 332 718

**Employment Programs**
Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.
ED 332 741
Community College Involvement in Contracted Training and Other Economic Development Activities. A Report of a National Survey.
ED 332 742
Vocational Education and JTPA Delivery Systems Assisted under the Carl D. Perkins Vocational Education Act and Job Training Partnership Act.
ED 331 957
Youth Employment in American Industry.
ED 333 069

**Employment Projections**
Important Trends for California Community Colleges, 1991 Update. Based on Background Data.
ED 332 771

**Employment Qualifications**
A Comparative Analysis of Methods Used in Preparation for Occupational Testing.
ED 332 014
Ensuring Competent Staff in Adult Literacy Programs.
ED 332 143

**Employment Services**
California Community College Job Placement Services Survey.
ED 332 764

**Employment Statistics**
20 Facts on Women Workers. Facts on Working Women No. 90-2.
ED 331 991

**Empowerment**
The Mutual Empowerment of Teachers and Principals.
ED 332 377

**Engineering Education**
Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.
ED 332 684
U.S. Nuclear Engineering Education: Status and Prospects.
ED 332 873

**England**
"CALL" in the Heart of Darkness: A Research into the Place of "CALL" in TESOL.
ED 332 546
Support for and Management of Information Technology in Schools.

ERIC Calendar of Education-Related Conferences, 1991.

ED 332 727

ERIC Directory of Education-Related Information Centers.

ED 332 726

ERIC [Instructional Guide for Use of the Dialog OnDisc Version of ERIC on CD-ROM].

ED 332 698

**Error Correction**
Reparative Handlungsmuster und Ihre Verwendung im Fremdsprachenunterricht (Error Correction Techniques in Foreign Language Instruction). ROLIG Papir, 30.

ED 332 549

**Essay Tests**
The Clash between Teachers' Personal Views of Student Writing and Views Imposed by the State.

ED 332 209

**Estimation (Mathematics)**
Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.

ED 333 029

Parameter Invariance in the Rasch Model.

ED 333 043

Structural Robustness and Ability Estimation in Item Response Theory: A Survey.

ED 333 034

**Ethical Instruction**
Ethics in the Business Curriculum? Let's Hear from the Students!

ED 332 237

Rationale and Methods To Articulate Ethics and Administrator Training.

ED 332 379

**Ethics**
The Future of Electronic Educational Networks: Some Ethical Issues.

ED 332 689

Rationale and Methods To Articulate Ethics and Administrator Training.

ED 332 379

**Ethnic Discrimination**
Implementing Race and Ethnocultural Equity Policy in Ontario School Boards.

ED 333 066

**Ethnic Groups**
United States Population Estimates, by Age, Sex, Race, and Hispanic Origin: 1980 to 1988.

ED 332 947

**Ethnic Origins**
Ancestry of the Population by State: 1980. Supplementary Report.

ED 332 946

**Ethnography**
Researching Language Practices in Other Disciplines: Seeing Ourselves as "Other."

ED 332 181

Two Pieces of Wood: Symbols of Control.

ED 332 368

**Ethnomethodology**
The Effects of Applying Alternative Research Methods to Educational Administration Theory and Practice.

ED 332 337

Researching Language Practices in Other Disciplines: Seeing Ourselves as "Other."

ED 332 181

**Etiology**
Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.

ED 332 141

Examination of an Attribution-Emotion Model of Reactions to Violence in Children.

ED 332 821

Physical Punishment and the Development of Aggressive and Violent Behavior: A Review.

ED 332 140

Psychological Predictors of Mortality: Evidence from a 41-Year Prospective Study.

ED 332 129

What Special Education Teachers Want To Know about AIDS.

ED 332 445

**Europe**

Not Aid, Cooperation. European Congress on Continuing Education and Training (3rd, Berlin, Federal Republic of Germany, March 14-15, 1991).

ED 332 052

**European Community**
The CDCC Teacher Bursaries Scheme. European Teachers' Seminar on "Towards Intercultural Education: Training for Teachers of Gypsy Pupils" (Benidorm, Spain, June 9-13, 1989).

ED 332 836

**European Documentation and Information System**
Council for Cultural Co-Operation. EUDISED Data Network Group Meeting (Strasbourg, France, November 14-15, 1990).

ED 332 725

**Evaluation Center Cube**
The Evaluation Center Cube: A Classification Tool.

ED 333 037

**Evaluation Criteria**
A Comparison of Teacher Appraisal Systems: The Developmental Teacher Evaluation Kit and the Texas Teacher Appraisal System.

ED 332 333

Guidelines for Grading.

ED 332 755

Institutional Improvement: Making Assessment Work for You.

ED 332 759

Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.

ED 332 262

The Texas Teacher Appraisal System and Mastery Teaching: A Comparative Analysis.

ED 332 332

**Evaluation Methods**
[Appalachian College Assessment Consortium Project.]

ED 332 649

Assessing Dimensionality of a Set of Items—Comparison of Different Approaches.

ED 333 030

Dynamic Assessment of Intellectually Handicapped Children. Alternative Assessments of Handicapped Children. Technical Report No. 4.

ED 332 389

Effects of Linking Methods on Detection of DIF.

ED 333 050

Evaluating Faculty Development and Clinical Training Programs in Substance Abuse: A Guide Book.

ED 332 636

Evaluating the Replicability of Multivariate Assessment and Evaluation Results: A Review of Various Applications of the Cross-Validation Logic.

ED 333 017

Evaluation and Validation: A Look at the Program Effectiveness Panel.

ED 333 045

The Evaluation of Educational Programmes: Methods, Uses and Benefits. Part A, Volume 24. Report of the Educational Research Workshop (North Berwick, Scotland, November 22-25, 1988).

ED 333 011//

Instructor's Manual with Test Items for Myron H. Dembo's Applying Educational Psychology in the Classroom. Fourth Edition.

ED 332 999//

Portfolio Assessment Group Responses and Academic Dialogue: Empowering Change in Writing Programs. Panel Papers.

ED 332 174

A Survey of More Authentic Assessment Practices.

ED 333 039

Ten Step Guide for Comprehensive Educational Assessment of Students with Visual Impairments.

ED 332 472

Traumatic Brain Injury and Vocational Rehabilitation.

ED 332 478

Volunteer Evaluation System 1989-1990.

ED 332 019

**Evaluation Problems**
Using Performance Assessment for Accountabil-

ity Purposes: Some Problems.

ED 333 008

**Evaluation Utilization**
Performance Assessment: What's Out There and How Useful Is It Really?

ED 333 051

**Evaluative Thinking**
Types of Preschoolers' Verbal Thinking: Judgement of Fundamental Physical Laws.

ED 332 820

**Evaluators**
Assessment of Acting Ability.

ED 333 033

Evaluation and Validation: A Look at the Program Effectiveness Panel.

ED 333 045

Judging Acting Ability: The Transition from Novice to Expert.

ED 333 032

**Excellence in Education**
American Education under Fire: An Exploration of Selected Major Contemporary Reports.

ED 332 280

America 2000: An Education Strategy. Revised Edition.

ED 332 380

Curriculum Composition: The Reform Movement and Student Outcomes.

ED 332 335

Educational Reform in the 1980s: Explaining Some Surprising Success. NCEL Occasional Paper No. 5.

ED 332 343

**Exercise Physiology**
What's New: Acquatic Stabilization: Aquatic Rehabilitation Strategies for the Lumbar Spine and Risk Management for the Aquatic Therapist.

ED 332 963

**Expectation**
Children's Awareness of Their Popularity and Social Acceptability.

ED 332 816

**Expenditure per Student**
Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.

ED 332 315

Educational Expenditure Patterns in a Region of Ontario: 1980-1988.

ED 332 321

**Expenditures**
Educational Expenditure Patterns in a Region of Ontario: 1980-1988.

ED 332 321

Fiscal Data Abstract, 1989-90. California Community Colleges. Report Number 91-1.

ED 332 778

Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1989-August 31, 1990.

ED 332 637

**Experience**
Young People and Disability: Selected Experiential Literature. Project Parents in Partnership.

ED 332 470

**Experiential Learning**
The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.

ED 332 870

Integrated Humanities: A Participatory Course for a Multi-Cultural Environment.

ED 332 735

Learning Science by Studying Native American Pottery.

ED 332 854//

**Experimenter Characteristics**
Multiple Realities and Multiple Voices in Ethnographic Texts.

ED 332 210

**Expert Systems**
Biology Laboratory Construction Kit with Intelligent Tutor. Final Project Report.

ED 332 685

**Experts**
Judging Acting Ability: The Transition from Nov-

ice to Expert.
ED 333 032

**Explosive Behavior**
The Use of Evoked Potential Studies in the Identification of Explosive Adolescents.
ED 332 118

**Expository Writing**
Metaphor, Narrative and Point of View: Shifting Our Perspective about "Literary Techniques" in Composition.
ED 332 196

**Expressive Language**
Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.
ED 332 234

**Extended School Year**
Developing a Peer Tutoring Program for Year-Round Education.
ED 332 283
A Primer on Year-Round Education.
ED 332 271
Proceedings of a Symposium on Year-Round School. A Training Event (Tampa, Florida, November 8-9, 1990).
ED 332 843
Year-Round Education: Learning More for Less.
ED 332 274

**Extended Teacher Education Programs**
Teacher Education and the Role of External Actors: Four Case Studies.
ED 332 967

**Extension Education**
Economic Productivity and Adaptability: Four State-of-the-Art Papers on the Highest Research Extension Priorities within the Twelve States and D.C. Northeast Region. Publication 60.
ED 332 860
Georgia 4-H Consumer Judging.
ED 332 031
Instructional Locations away from the Main Campus, Fall 1990, State University of New York. Report Number 16-91.
ED 332 604
Write Where You Are: The Off-Campus Composition Course.
ED 332 183

**Extracurricular Activities**
Community Service: A Comparative Study at Catholic High School Programs in an Urban Archdiocese.
ED 333 073
Social Comparisons: To Whom Do Parents of Gifted Boys and Girls Compare Their Children?
ED 332 439
Student Activities: Education or Recreation?
ED 332 263

**Eyes**
Enucleation Procedure Manual.
ED 332 015

**Facilitators**
Strategies for Maintaining a Support Group.
ED 332 391

**Facility Improvement**
Community Linkage Plan. Final Report.
ED 331 975

**Facility Planning**
Classroom Space: The Hendricks v Carroll Case and Its Impact on Special Education.
ED 332 474

**Facility Requirements**
Classroom Space: The Hendricks v Carroll Case and Its Impact on Special Education.
ED 332 474

**Factor Analysis**
Assessing Dimensionality of a Set of Items—Comparison of Different Approaches.
ED 333 030
Equity of Educational Achievement and School Effectiveness.
ED 333 021

**Faculty**
Assessing Assessment: An In-depth Status Report on the Higher Education Assessment Movement in 1990. The First Report of a National Survey. Higher Education Panel Report Number 79.
ED 332 625

Guide for a Drug-Free Workplace and Campus.
ED 332 585
Overview of Higher Education. Trends and Issues in Missouri.
ED 332 639
Statistical Summary of Missouri Higher Education 1989-1990 with FY 1989 Missouri Student Achievement Study Supplement.
ED 332 640

**Faculty Development**
Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.
ED 332 626
Evaluating Faculty Development and Clinical Training Programs in Substance Abuse: A Guide Book.
ED 332 636
Minimum Knowledge and Skills Objectives for Alcohol and Other Drug Abuse Teaching.
ED 332 567
Missouri Higher Education and Economic Development: Stimulating and Abetting Insightful Action.
ED 332 641
Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.
ED 332 975
A Teacher Appraisal System for the Development of Shared Instructional Leadership and Effective Classroom Instruction.
ED 332 366
Teachers' Professional Development. Teachers in Society Series.
ED 332 970//

**Faculty Evaluation**
A Comparison of Teacher Appraisal Systems: The Developmental Teacher Evaluation Kit and the Texas Teacher Appraisal System.
ED 332 333

**Faculty Organizations**
[Issues in California Community Colleges].
ED 332 732

**Faculty Publishing**
Publication Outlets in Foreign Languages and Literatures.
ED 332 544

**Faculty Workload**
Junior College Teacher Load Index. A Method for Measuring Teaching Load. Form H.
ED 332 739

**Failure**
Failure-Oriented Training.
ED 332 658

**Failure Oriented Training**
Failure-Oriented Training.
ED 332 658

**Family (Sociological Unit)**
Household Consequences of High Fertility in Pakistan. World Bank Discussion Paper Series No. 111.
ED 332 913

**Family Caregivers**
Public/Private Partnerships in Aging. Working with the Business Community on Eldercare. A Primer for the Aging Network.
ED 331 979

**Family Characteristics**
Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.
ED 332 141
Mother-Child Interactions in Families of Depressed Women.
ED 332 131

**Family Counseling**
Why Mental Health Centers Should Not Do Home-Based Family Centered Services.
ED 332 089

**Family Health**
Family Life Education Curriculum: Grade 7 through Grade 9 Level.
ED 332 892

**Family Income**
A Dream Denied: The Black Family in the Eight-

ies.
ED 333 084
The State of America's Children: 1991.
ED 332 797

**Family Influence**
Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.
ED 332 141

**Family Involvement**
Attitudes of Irish Women towards Family Related Tasks.
ED 332 091

**Family Life**
Attitudes of Irish Women towards Family Related Tasks.
ED 332 091
Family Decision-Making in Early Adolescence: Conversations and Choices.
ED 332 818
Marriage and Family Life in Ireland: A Contemporary Study.
ED 332 092

**Family Life Education**
Family Life Education Curriculum: Grade 7 through Grade 9 Level.
ED 332 892
Health Education Curriculum Standards K-12, Revised.
ED 332 998

**Family Literacy**
Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.
ED 332 697
Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731
Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.
ED 332 794
Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.
ED 332 560
Libraries as Partners in Adult Literacy.
ED 332 724

**Family Planning**
Serving the Future: An Update on Adolescent Pregnancy Prevention Programs in Developing Countries.
ED 332 078

**Family Programs**
Case Management in Welfare and Medicaid Programs: An Annotated Bibliography.
ED 333 057
Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.
ED 332 461
Family Resource Centers: A Way To Grow.
ED 332 394
Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.
ED 332 560
Ill Fares the Land: The Consequences of Homelessness and Chronic Poverty for Children and Families in New York City.
ED 333 061
Literacy and Second Language Learners: A Family Agenda.
ED 332 559
Slammin' and Snortin': A Community Based Model of Intervention in Drug Cases.
ED 332 785
Workbook Series for Providing Services to Children with Handicaps and Their Families. Workbook for: Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.
ED 332 462

**Family Relationship**
Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.
ED 332 822
Social Support and Stress of Mothers of Mentally Retarded Children.
ED 332 484

**Family Role**

ED 332 667

**Information Systems**
More Responsive High Schools, Student Information, and Problem Solving. Report No. 12.

ED 333 063

**Information Technology**
National Information Policies. A Handbook on the Formulation, Approval, Implementation and Operation of a National Policy on Information.

ED 332 716

Online 1990.

ED 332 709

Support for and Management of Information Technology in Schools.

ED 332 270

**Information Utilization**
More Responsive High Schools, Student Information, and Problem Solving. Report No. 12.

ED 333 063

The Scribal Society: An Essay on Literacy and Schooling in the Information Age.

ED 332 176//

**Innovation**
Mobilization and Management of Financial Resources for Eduction (A Synthesis of a Few Case Studies). Reports/Studies Working Series No. S.137.

ED 332 313

**Inplant Programs**
Evaluation Report: The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education (October 1, 1989-June 30, 1990).

ED 332 558

**Inservice Education**
Educational Leadership in Alberta: A Study Conducted on Behalf of the Consortium.

ED 332 317

**Inservice Teacher Education**
Competency Based Individualized Learning Modules: An Approach to Differentiated In-Service Education.

ED 332 776

District 75/Citywide E.C.I.A. Chapter 1, P.L. 89-313 Handicapped Program, 1989-90. State Report. OREA Report.

ED 332 432

How Does Training Affect Teachers?

ED 332 552

Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.

ED 332 381

Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.

ED 332 481

The Scientific Theory Profile: A Philosophy of Science Model for Science Teachers.

ED 332 867

State Incentive Grant District 75/Citywide Special Education. Staff Development Program 1989-1990. OREA Report.

ED 332 476

Teachers' Professional Development. Teachers in Society Series.

ED 332 970//

Teaching Elementary School Teachers Cognitive-Behavioral Techniques To Address ADDH Behaviors in the Classroom Setting.

ED 332 427

Technology Edu-Camp 1988. Computer Aided Drafting & Design and Electronics. Adjunctive Report for the Program Improvement Administrator.

ED 332 000

Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.

ED 332 483

**Institutes (Training Programs)**
LEAD: Communication Training for Leadership Development.

ED 332 241

**Institutional Administration**
The Status of Correctional Education in the United States. A Report of the 1987 Annual Survey of State Directors of Correctional Education.

ED 332 034

**Institutional Autonomy**
Alteration of Influence Relations in School-Based Management Innovations.

ED 332 352

**Institutional Characteristics**
Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.

ED 332 809

Measurement and Model Linkages in Assessing School Environments.

ED 332 360

Oregon Office of Community College Services: Profile, 1989-90.

ED 332 737

School Refusal in Young Children.

ED 332 853

**Institutional Cooperation**
Developing Jointly Registered Teacher Education Programs To Increase Minority Baccalaureate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).

ED 332 991

An Implementation Guide for the New Futures Initiative.

ED 332 293

Implementing Regional Consortia for Postsecondary Learning Disability Personnel. Special Education Center Publication Series, Document Number LDC 20.

ED 332 396

The Process and Product of Portfolio Construction.

ED 332 995

A Responsive High School Feedback System.

ED 332 600

The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults. Final Report.

ED 332 456

**Institutional Evaluation**
Institutional Improvement: Making Assessment Work for You.

ED 332 759

**Institutional Research**
[Appalachian College Assessment Consortium Project.]

ED 332 649

Community College Journal for Research and Planning, Volume VII, Numbers 1 and 2.

ED 332 733

Institutional Research: The Key to Successful Enrollment Management.

ED 332 745

**Institutionalization (of Innovations)**
Will New Structures Stay Restructured?

ED 332 302

**Instructional Design**
Computer Assisted Instruction for Students with Mild Handicaps. Abstract 27: Research and Resources on Special Education.

ED 332 397

Computer-Based Interactive Video: The Potential for Effective Instructional Environments.

ED 332 686

Factors in a Balanced Project.

ED 332 657

Modeling User Interactions with Instructional Design Software.

ED 332 695

Using a Computer-Based Audiographic Telecommunication System for Distance Learning.

ED 332 662

Using IDE in Instructional Design: Encouraging Reflective Instruction Design Through Automated Design Tools.

ED 332 688

**Instructional Development**
Failure-Oriented Training.

ED 332 658

**Instructional Effectiveness**
An Artistic Criticism of "Writing To Read," A Computer-Based Beginning Reading Program.

ED 332 153

Bridging the Gap between Education Research and College Teaching. Accent on Improving College Teaching and Learning.

ED 332 615

Computer Assisted Instruction for Students with Mild Handicaps. Abstract 27: Research and Resources on Special Education.

ED 332 397

Developing a Love of Reading: What Helps, What Hurts. Literacy Research Report No. 7.

ED 332 168

Evaluating ITA Preparation Programs: Intensive versus Concurrent.

ED 332 502

An Interdisciplinary Approach to Training the Arrhythmic Child. Final Project Report and Addendum to Final Project Report.

ED 332 387

Putting "Meta" Terms in Context: Constructing a Developmental Picture and Exploring Philosophical Implications.

ED 332 194

The Texas Teacher Appraisal System and Mastery Teaching: A Comparative Analysis.

ED 332 332

Together: A Look at the Effectiveness of Team Teaching To Meet the Needs of Students with Severe to Profound Disabilities in the Regular Education Environment. FY 1990 Data Effectiveness Grants Program.

ED 332 446

**Instructional Films**
Sugar Cane: A Bitter-Sweet Legacy. A Study of the Disappearing African-American Worker on the Sugar Cane Plantations in Southern Louisiana.

ED 332 931

**Instructional Improvement**
Building Sociocentric Classrooms: What Ethnic Minorities Can Teach Us.

ED 333 081

Contrasts in Student and Faculty Perceptions of Student Writing Ability.

ED 332 192

Empowerment/Being All That You Can Be: An Experiment towards a Multiculturalist Practice.

ED 332 182

Flexible Calendar: Evaluation and Title 5 Revisions.

ED 332 767

State Incentive Grant District 75/Citywide Special Education. Staff Development Program 1989-1990. OREA Report.

ED 332 476

Training Teachers in the Natural Approach.

ED 332 516

What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.

ED 332 614

**Instructional Innovation**
Community College Exemplary Instructional Programs, Volume III.

ED 332 770

Community College Exemplary Instructional Programs, 1988-1989.

ED 332 769

Cooperative Learning and Teacher Beliefs about Pedagogy.

ED 332 979

Images in Action. Learning Tomorrow: Linking Technology and Restructuring.

ED 332 672

**Instructional Leadership**
Perceptions of BIA and Contract School Principals Towards Building Level Administrative/Leadership Roles: Implications for At-Risk Native American Students.

ED 332 850

Readings in Educational Supervision from "Educational Leadership."

ED 332 258

Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1

ED 332 339

A Teacher Appraisal System for the Development of Shared Instructional Leadership and Effective Classroom Instruction.

ED 332 366

What Makes a Difference? School Context, Principal Leadership, and Student Achievement. NCEL Occasional Paper No. 3.

ED 332 341

ate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).

ED 332 991

**Journalism Education**
The Challenge of Communication Curriculum Integration.

ED 332 236

Exploring New Directions for Journalism Education: The Program at Ithaca College.

ED 332 249

Rhetorical and Grammatical Tests To Enter Students as Mass Communication Majors.

ED 332 243

**Junior High School Students**
Career Education in the Junior High School: What Is the Current Situation?

ED 332 022

Issues of Literacy and School Performance for At-Risk and Successful Students in a Multicultural Jr. High.

ED 332 159

Self-Esteem Comparisons among Intellectually Gifted Minority/Non-Minority Junior High Students.

ED 332 440

**Justice**
In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns.

ED 332 085

**Juvenile Gangs**
Street Gangs and the Schools: A Blueprint for Intervention. Fastback 321.

ED 333 082

**Kansas**
Kansas Communication and Instruction System through Fiber-Optic Transmission.

ED 332 269

**Kansas State University**
Kansas State University Community Service Program.

ED 332 652

**Kearney State College NE**
Kearney State College Drug-Free Campus Program.

ED 332 592

**Kenan Trust Family Literacy Project**
Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.

ED 332 794

**Kendall Demonstration Elementary School DC**
Gallaudet University Child Development Center's Model Integration Program.

ED 332 437

**Kentucky**
Kentucky State Plan for Federal Depository Library Services, 1990.

ED 332 729

**Kentucky (Louisville)**
Community Service: A Comparative Study at Catholic High School Programs in an Urban Archdiocese.

ED 333 073

**Keyboarding (Data Entry)**
Business Education Curriculum Standards K-12. Revised.

ED 332 049

**Kindergarten**
Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.

ED 332 809

Your Child and Your Daily Newspaper: A Handbook for Parents.

ED 332 791

**Kindergarten Children**
Beginning Awareness-Rigidity-Flexibility: A Longitudinal Analysis of Sex-Role Stereotyping in 4- to 10-Year-Old Children (Langsschnittliche Analyse von Entwicklungsmerkmalen der Geschlechtstypisierung im Kindesalter. Arbeiten aud dem Forschungsprojekt Nr. 5. 1989/1).

ED 332 781

Predictive Properties of the Gesell School Readiness Screening Test within Samples from Two Treatment Contexts.

ED 333 007

Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.

ED 332 234

**King (Martin Luther Jr)**
Peer Counseling in Higher Education: Essentials and Practice. Workbook.

ED 332 611

**Knowledge Base for Teaching**
Teacher Education and the Role of External Actors: Four Case Studies.

ED 332 967

**Knowledge Level**
The Design and Validation of an Instrument To Identify Preservice Elementary Teachers' Intuitive and School Knowledge of the Concepts of Surface Area/Volume and States of Matter.

ED 332 866

**Korea**
Approaches to Teaching about Korea in a World Cultures Social Studies Curriculum. A guide for Teachers.

ED 332 943

**Korea Scientific and Technological Inf Center**
Automation of the Comprehensive Science Library: Promotion of Scientific and Technological Information Service, Republic of Korea. [Restricted Technical Report.]

ED 332 707

**Korzybski (Alfred)**
Frank Buchman's Moral Re-Armament and Alfred Korzybski's General Semantics: A Comparison and Contrast.

ED 332 230

**Kuwait**
Formalizing Informal EFL Teaching and Learning.

ED 332 541

**Labor Economics**
Recent Developments in the Theory of Involuntary Unemployment.

ED 332 027

**Labor Force**
AIP Report, 1989 Salaries: Society Membership Survey.

ED 332 617

**Labor Force Development**
Experienced Workers–Reserve Capital.

ED 332 028

Human Resource Development for International Operation.

ED 332 044

What Work Requires of Schools. A SCANS Report for America 2000.

ED 332 054

**Labor Force Segmentation**
Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.

ED 332 786

**Labor Market**
Effects of Structural Change on Labor Supply in Wisconsin.

ED 331 963

Labor Market Information for Business and Marketing Occupations. Draft.

ED 331 964

Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.

ED 332 786

Recent Developments in the Theory of Involuntary Unemployment.

ED 332 027

**Labor Needs**
Effects of Structural Change on Labor Supply in Wisconsin.

ED 331 963

**Labor Relations**
Unions for Academic Library Support Staff. Research Bulletin No. 4, Fall 1986.

ED 332 702

**Labor Standards**

Occupational Safety & Health. Inspectors' Opinions on Improving OSHA Effectiveness. Fact Sheet for Subcommittee on Health and Safety, Committee on Education and Labor, House of Representatives.

ED 331 969

**Labor Studies**
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.

ED 332 910

**Labor Turnover**
Minority Recruitment and Retention in ARL Libraries. SPEC Kit 167.

ED 332 717

**Lane Community College OR**
Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.

ED 332 743

**Language Acquisition**
Whole Language: A Framework for Thinking about Literacy Work with Adults.

ED 332 051

**Language Arts**
English-Language Arts Model Curriculum Standards: Grades Nine through Twelve. Second Edition.

ED 332 200

Model Learner Outcomes for Language Arts Education.

ED 332 201

Wacky Words for Traveling Tales: Logo Applications in Language Arts.

ED 332 669

**Language Attitudes**
The Attitude-Proficiency Relationship: A Non-Linear Perspective.

ED 332 503

**Language Experience Approach**
LEA–Language Experience Approach: Who Uses It?

ED 332 169

**Language Functions**
Extra-Rhetorical Restraints on Writing in Accounting.

ED 332 193

**Language Patterns**
Basil Bernstein's Sociology of Language: Deficit, Difference and Bewitchment.

ED 332 526

**Language Planning**
Some Aspects of Language Planning in Quebec and in Finland. Discussion Papers in Geolinguistics, 17.

ED 332 531

**Language Processing**
Hypertext: A Tool for Academic Exploration.

ED 332 175

Psycholinguistic Analysis of Semantics and Grammar Based on the Material of Onthogenesis of Speech.

ED 332 548

Reparative Handlungsmuster und Ihre Verwendung im Fremdsprachenunterricht (Error Correction Techniques in Foreign Language Instruction). ROLIG Papir, 30.

ED 332 549

**Language Proficiency**
The Attitude-Proficiency Relationship: A Non-Linear Perspective.

ED 332 503

Development of the Texas Oral Proficiency Test (TOPT). Final Report.

ED 332 522

An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.

ED 332 532

Model Learner Outcomes for World Languages Education.

ED 332 529

Proficiency Sample Project.

ED 332 507

**Language Research**
Psycholinguistic Analysis of Semantics and Grammar Based on the Material of Onthogenesis of Speech.

livery Model: Is the Regular Education Initiative
Working?

ED 332 479

Getting Ready for College: Advising High School
Students with Learning Disabilities.

ED 332 405

Implementing Regional Consortia for Post-
secondary Learning Disability Personnel. Special
Education Center Publication Series, Document
Number LDC 20.

ED 332 396

Individuals with Learning Disabilities Out of
School One Year. Iowa Statewide Follow-Up
Study.

ED 332 465

An Interdisciplinary Approach to Training the
Arrhythmic Child. Final Project Report and Ad-
dendum to Final Project Report.

ED 332 387

A Metacognitive Approach to Written Language
Instruction for Primary Learning Disabled Stu-
dents.

ED 332 403

The Total Impact Model: A Community Col-
lege/Trade School Collaboration for Learning
Disabled Young Adults. Final Report.

ED 332 456

**Learning Experience**
The Impact of Changing Demographics on Cur-
riculum and Instruction in Higher Education: An
Institutional Self-Portrait.

ED 332 608

**Learning Modules**
Competency Based Individualized Learning
Modules: An Approach to Differentiated In-Ser-
vice Education.

ED 332 776

Initiate Instruction in Manufacturing Systems En-
gineering by Industrial and Government Experts
over NTU Satellite Network.

ED 332 684

Junior High Computer Studies: Teacher Resource
Manual.

ED 332 691

**Learning Motivation**
A Guide to Motivational Procedures for Instruc-
tion.

ED 332 752

**Learning Problems**
Broadening School Psychological Services
through Program Evaluation and Modification
That Emphasized Curriculum Based Assessment.

ED 332 457

Identifying and Modeling the Problem Situated
Expertise of the Regular Class Teacher in the In-
struction of At-Risk and Mildly Handicapped
Students.

ED 332 455

A Short Guide to Understanding Individual Dif-
ferences.

ED 332 756

Using Computer Assisted Instruction To Improve
Student's Performance Skills in Social Studies.

ED 332 950

**Learning Processes**
Bilingual-Dichotic Learning of Foreign-Language
Vocabulary: Visual Cued-Recall and Phrases.

ED 332 527

How Students Read To Answer Questions and
How That Affects Their Learning. Technical Re-
port No. 532.

ED 332 157

A Short Guide to Understanding Individual Dif-
ferences.

ED 332 756

Student Motivation and Self-Regulated Learning:
A LISREL Model.

ED 333 006

**Learning Resources Centers**
A Basis for Excellence: A Plan for the Develop-
ment of Learning Resource Services. To Accom-
modate the Northridge and Riverside Campuses:
To Develop Collections at Southwest Center,
Rutherford and 620 Oaks; To Improve Student
Access to the LRS Collections.

ED 332 740

Marketing Reference Services through Biblio-
graphic Instruction at Northland Pioneer College.

ED 332 706

**Learning Strategies**

Cognitive Academic Learning Approaches
Through E.S.L. Content Areas with Career Ex-
ploration Strategies (Project CALA), 1989-90.
OREA Final Evaluation Report.

ED 332 525

Competency Based Individualized Learning
Modules: An Approach to Differentiated In-Ser-
vice Education.

ED 332 776

Failure-Oriented Training.

ED 332 658

Learning Styles and Computers.

ED 332 268

Notes from beyond the Cognitive Domain.

ED 332 221

**Learning Theories**
Notes from beyond the Cognitive Domain.

ED 332 221

A Short Guide to Instructional Techniques.

ED 332 753

Thoughts on Art Education. Occasional Paper 2.

ED 332 933

Turning the Kaleidoscope: Poetry in the E.S.L.
Classroom.

ED 332 534

**Learning Tomorrow Project**
Images in Action. Learning Tomorrow: Linking
Technology and Restructuring.

ED 332 672

**Least Squares Statistics**
Least-Squares Linear Regression and Schro-
dinger's Cat: Perspectives on the Analysis of Re-
gression Residuals.

ED 333 020

**Leaves of Absence**
State Maternity/Parental Leave Laws. Facts on
Working Women No. 90-1.

ED 331 990

**Lecture Method**
Multi Image in Library Instruction. Research Bul-
letin No. 3, Spring 1986.

ED 332 701

**Legal Education (Professions)**
A Distance Education Approach to Continuing
Legal Education in South Dakota Using Public
Television Overnight Service.

ED 332 676

**Legal Responsibility**
Early Intervention Regulation: Annotation and
Analysis of Part H.

ED 332 450

Third Party Payment for Funding Special Educa-
tion and Related Services. First Edition.

ED 332 452

**Legislation**
Drug Free Campus Statement.

ED 332 591

**Lehigh County Community College PA**
Lehigh County Community College Substance
Abuse Prevention Program. LCCC Drug Free
Campus.

ED 332 581

**Leisure Attitudes**
Special Considerations in Historical Research of
Leisure of Ancient Societies.

ED 332 962

**Leisure Time**
Special Considerations in Historical Research of
Leisure of Ancient Societies.

ED 332 962

**Lesbianism**
In Every Classroom: The Report of the Presi-
dent's Select Committee for Lesbian and Gay
Concerns.

ED 332 085

**Lesson Observation Criteria**
A Teacher Appraisal System for the Development
of Shared Instructional Leadership and Effective
Classroom Instruction.

ED 332 366

**Lesson Plans**
Curriculum Design: High School Introductory
Speech.

ED 332 253

**Liberal Arts**

[Liberal Arts/Mathematics Based Alternative
Core, Case Western Reserve University.]

ED 332 647

**Librarian Attitudes**
Multi Image in Library Instruction. Research Bul-
letin No. 3, Spring 1986.

ED 332 701

**Librarians**
Minority Recruitment and Retention in ARL Li-
braries. SPEC Kit 167.

ED 332 717

Multi Image in Library Instruction. Research Bul-
letin No. 3, Spring 1986.

ED 332 701

Salary Data for MLS Degree Recipients, 1984.
Research Bulletin No. 1, Spring 1985; No. 2,
Spring 1986; No. 7, Spring 1989.

ED 332 700

**Libraries**
Salary Data for MLS Degree Recipients, 1984.
Research Bulletin No. 1, Spring 1985; No. 2,
Spring 1986; No. 7, Spring 1989.

ED 332 700

**Library Automation**
Academic Libraries: Reaching Up and Stretching
Out. Proceedings of the Spring Meeting of the
Nebraska Library Association, College and Uni-
versity Section (Crete, Nebraska, May 25, 1990).

ED 332 703

Automation of the Comprehensive Science Li-
brary: Promotion of Scientific and Technological
Information Service, Republic of Korea. [Re-
stricted Technical Report.]

ED 332 707

**Library Closings**
A Basis for Excellence: A Plan for the Develop-
ment of Learning Resource Services. To Accom-
modate the Northridge and Riverside Campuses:
To Develop Collections at Southwest Center,
Rutherford and 620 Oaks; To Improve Student
Access to the LRS Collections.

ED 332 740

**Library Collection Development**
Building a Library Collection on Blindness and
Physical Disabilities: Basic Materials and Re-
sources. Reference Circular No. 90-3.

ED 332 722

Collection Development: Survival Tactics in an
Age of Less. An Annotated Selective Bibliogra-
phy on the Theme of the 1991 LACUNY Insti-
tute.

ED 332 720

Improving Parenting Skills of Incarcerated Males
in a Community Correctional Center.

ED 332 037

**Library Collections**
An African-American Bibliography: Science,
Medicine, and Allied Fields. Selected Resources
from the Collections of the New York State Li-
brary.

ED 332 713

Dissertations 1979-1989: A Cumulative Bibliog-
raphy of University at Albany Doctoral Disserta-
tions.

ED 332 730

**Library Development**
A Basis for Excellence: A Plan for the Develop-
ment of Learning Resource Services. To Accom-
modate the Northridge and Riverside Campuses:
To Develop Collections at Southwest Center,
Rutherford and 620 Oaks; To Improve Student
Access to the LRS Collections.

ED 332 740

**Library Education**
NCATE-Approved Curriculum Guidelines. Ini-
tial Programs for the School Library Media Spe-
cialists.

ED 332 699

**Library Facilities**
A Basis for Excellence: A Plan for the Develop-
ment of Learning Resource Services. To Accom-
modate the Northridge and Riverside Campuses:
To Develop Collections at Southwest Center,
Rutherford and 620 Oaks; To Improve Student
Access to the LRS Collections.

ED 332 740

**Library Instruction**
Marketing Reference Services through Biblio-

graphic Instruction at Northland Pioneer College.
ED 332 706

Multi Image in Library Instruction. Research Bulletin No. 3, Spring 1986.
ED 332 701

**Library Materials**
Building a Library Collection on Blindness and Physical Disabilities: Basic Materials and Resources. Reference Circular No. 90-3.
ED 332 722

**Library Networks**
Fact Book on Library Aid 1991.
ED 332 711

**Library of Congress**
Services to the Nation: The Library of Congress.
ED 332 708

**Library Personnel**
Student Employment Programs in ARL Libraries. SPEC Kit 168.
ED 332 718

**Library Planning**
Automation of the Comprehensive Science Library: Promotion of Scientific and Technological Information Service, Republic of Korea. [Restricted Technical Report.]
ED 332 707

Nashville '90: Annual Meeting of the White House Conference on Library and Information Services Taskforce (WHCLIST) (11th, Nashville, Tennessee, August 16-18, 1990). Final Conference Report.
ED 332 714

National Library and Information Needs: Alternative Means of Fulfillment, with Special Reference to the Role of National Libraries.
ED 332 719

The Tennessee Governor's Conference on Library and Information Services (3rd, Nashville, Tennessee, October 14-16, 1990). Final Conference Report.
ED 332 715

**Library Research**
Assessing the Information Needs of Rural Americans. Public Libraries.
ED 332 721

**Library Role**
Assessing the Information Needs of Rural Americans. Public Libraries.
ED 332 721

Libraries as Partners in Adult Literacy.
ED 332 724

**Library Services**
Academic Libraries: Reaching Up and Stretching Out. Proceedings of the Spring Meeting of the Nebraska Library Association, College and University Section (Crete, Nebraska, May 25, 1990).
ED 332 703

Assessing the Information Needs of Rural Americans. Public Libraries.
ED 332 721

Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731

Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.
ED 332 710

Libraries as Partners in Adult Literacy.
ED 332 724

Marketing Reference Services through Bibliographic Instruction at Northland Pioneer College.
ED 332 706

**Library Statistics**
Directory of Agencies Collecting Statistical Data from College & University Libraries.
ED 332 712

Illinois Public Library Statistics: A Guide for Librarians and Trustees. [1987-88].
ED 332 704

Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.
ED 332 710

Salary Data for MLS Degree Recipients, 1984. Research Bulletin No. 1, Spring 1985; No. 2, Spring 1986; No. 7, Spring 1989.
ED 332 700

**Library Surveys**
Directory of Agencies Collecting Statistical Data from College & University Libraries.

ED 332 712

Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731

**Library Technicians**
Unions for Academic Library Support Staff. Research Bulletin No. 4, Fall 1986.
ED 332 702

**Licensing Examinations (Professions)**
The Effect of Altering the Position of Options in a Multiple-Choice Examination.
ED 333 024

The Effects of Number of Score Groups and Score Group Size on the Mantel-Haenszel Alpha.
ED 333 038

Scoring a Semi-Structured Interview for Assessment of Beginning Secondary Mathematics Teachers.
ED 333 009

**Lifelong Learning**
Annotated Bibliography of Research in Adult Education 1983-1988.
ED 331 950

Imagineering: Key to Educational Futures.
ED 332 310

**Limited English Speaking**
Cognitive Academic Learning Approaches Through E.S.L. Content Areas with Career Exploration Strategies (Project CALA), 1989-90. OREA Final Evaluation Report.
ED 332 525

Immigrant Education: Information on the Emergency Immigrant Education Act Program. Report to Congressional Committees.
ED 333 095

Integrating Whole Language with a Sheltered English Curriculum: A Longitudinal Evaluation of At Risk Language Minority Students.
ED 332 520

Russian/Greek Bilingual Comprehensive Instructional Program, 1989-90. OREA Final Evaluation Report.
ED 332 515

Teaching Science to Students with Limited English Proficiency Using Cooperative Learning Techniques.
ED 332 514

**Linguistic Input**
Captioned Television as "Comprehensible Input": Effects of Incidental Word Learning from Context for Language Minority Students.
ED 332 538

Using Captioned Television To Improve the Reading Proficiency of Language Minority students. Research Study.
ED 332 542

**Linguistic Minorities**
The New "English" Teacher. A Guide to Using Captioned Television with Language Minority Students. Curriculum Guide.
ED 332 543

Using Captioned Television To Improve the Reading Proficiency of Language Minority students. Research Study.
ED 332 542

**Linguistic Theory**
The Application of Contrastive Linguistics in Training Translators/Interpreters.
ED 332 550

Basil Bernstein's Sociology of Language: Deficit, Difference and Bewitchment.
ED 332 526

**Linguistics**
Women in the Linguistics Profession: The Cornell Lectures. Conference on Women in Linguistics (Ithaca, New York, June 1989).
ED 332 504

**Linking Metrics**
Effects of Linking Methods on Detection of DIF.
ED 333 050

**Listening Comprehension**
Listening Comprehension: Textual, Contextual, Cognitive, and Affective Considerations.
ED 332 513

**Listening Comprehension Tests**
A Prototype for a Computer-Based Listening Comprehension Proficiency Test. Final Report.
ED 332 489

**Listening Skills**
Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.
ED 332 093

Into Adolescence: Communicating Emotions. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 068

**Literacy**
Imaging for Literacy Learning: A Reflective Teaching Inquiry.
ED 332 163

National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan (Islamabad, Pakistan, September 12-21, 1989). Report.
ED 332 001

The Scribal Society: An Essay on Literacy and Schooling in the Information Age.
ED 332 176//

Survey of Literacy Skills Used in Daily Activities.
ED 332 557

Talking to Literacy Learners: A Parent Education Project.
ED 332 158

**Literacy Campaigns**
The Botswana National Literacy Program: Case Materials on Policy and Performance.
ED 332 144

**Literacy Education**
Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).
ED 332 042

The Botswana National Literacy Program: Case Materials on Policy and Performance.
ED 332 144

Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).
ED 332 852

Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.
ED 332 697

English as a Second Language: Tutor Training Workshop Guide and Tutor Handbook.
ED 332 554

Evaluating Effectiveness in Adult Literacy and Basic Skills. An ALBSU Good Practice Document.
ED 332 017

Evaluation Report: The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education (October 1, 1989-June 30, 1990).
ED 332 558

Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731

Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.
ED 332 794

Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.
ED 332 560

The Houston Chronicle: Your ESL Source. A Source Guide for Adults Learning English as a Second Language.
ED 332 553//

Libraries as Partners in Adult Literacy.
ED 332 724

Literacy and Second Language Learners: A Family Agenda.
ED 332 559

NAME Newsletter. Issues 1-7. 1987-1989.
ED 332 555

Strengthening Education for American Families Act.
ED 332 002

"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City.
ED 332 026

"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City. Executive Summary.
ED 332 025

Time To Teach a New World: Education and Technology in the 21st Century.
ED 332 675

What Did You Learn at Work Today?
ED 332 556

Whole Language: A Framework for Thinking about Literacy Work with Adults.
ED 332 051

**Literacy Events**
Naturalistic Study of the Literate Behaviors of 4-Year-Old Children Occurring during Spontaneous Play in the Hollow Block Area of a Preschool Classroom.
ED 332 800

**Literacy Volunteers of New York City**
"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City.
ED 332 026

"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City. Executive Summary.
ED 332 025

**Literary Criticism**
Farce: A History from Aristophanes to Woody Allen.
ED 332 177//

**Literary Devices**
The Impulse toward Comedy in Margaret Atwood's Poetry.
ED 332 186

**Literary History**
Jacques Prevert: "Modernism"–Conception and Perception of His Contemporary Society through His Poetry.
ED 332 178

**Literature**
Publication Outlets in Foreign Languages and Literatures.
ED 332 544

**Literature Appreciation**
Junior High Novels and Non-Fiction List.
ED 332 179

Teaching Reading through Humor.
ED 332 152

**Literature Based Reading Programs**
Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.
ED 332 164

**Loan Default**
Selected Amendments Enacted Since 1980 To Control Guaranteed Student Loan Defaults. CRS Report for Congress.
ED 332 621

Student Loans: Characteristics of Defaulted Borrowers in the Stafford Student Loan Program. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.
ED 332 601

**Loan Repayment**
The New England Student Loan Survey II. Final Report.
ED 332 599

**Local History**
Instructional Media: North Carolina. Advisory List.
ED 332 886

Sugar Cane: A Bitter-Sweet Legacy. A Study of the Disappearing African-American Worker on the Sugar Cane Plantations in Southern Louisiana.
ED 332 931

**Local Independence (Tests)**
Structural Robustness and Ability Estimation in Item Response Theory: A Survey.
ED 333 034

**Local Norms**
A Study of Certificated Salaries and Fringe Benefits of California Community College Districts, 1990-91.
ED 332 780

**Locus of Control**
Single Mothers by Choice and Inwedlock Mothers: Sex-Role Orientation, Locus of Control, and Social Support.
ED 332 109

**Logo Programing Language**

Wacky Words for Traveling Tales: Logo Applications in Language Arts.
ED 332 669

**Long Range Planning**
Agriculture and Natural Resource Education for 2020. Report of the University of Wisconsin System Strategic Planning for Agriculture and Natural Resources.
ED 332 603

The Basic Agenda: Policy Directions and Priorities for the Nineties.
ED 332 768

Criteria for the Establishment of New Public Colleges and Universities. Report 6.
ED 332 627

Development and Implementation of a Long-Range Plan.
ED 332 338

**Los Angeles Unified School District CA**
Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.
ED 332 975

**Louisiana**
Sugar Cane: A Bitter-Sweet Legacy. A Study of the Disappearing African-American Worker on the Sugar Cane Plantations in Southern Louisiana.
ED 332 931

**Low Achievement**
Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.
ED 332 930

**Low Income Groups**
Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?
ED 333 079

Unchanged Priorities: The Fiscal Year 1992 Bush Budget.
ED 333 071

**Lying**
How Many Children Lie about Being Sexually Abused?: A Survey of Mental Health and Law Enforcement Professionals.
ED 332 135

**Machine Tools**
Metal Trades Technology Curriculum.
ED 331 983

**Mahler (Margaret S)**
A Comparison of Some Portions of the Developmental Theories of Daniel N. Stern and Margaret S. Mahler.
ED 332 110

**Mail Surveys**
A Survey of More Authentic Assessment Practices.
ED 333 039

**Maine**
Maine: Cooperation between the Division of Special Education and Division of Alcohol and Drug Education Services.
ED 332 386

**Mainstreaming**
Anatomy of a Learning Assistance Centre.
ED 332 375

Gallaudet University Child Development Center's Model Integration Program.
ED 332 437

Use of the "Attitudes Toward Mainstreaming Scale" with Undergraduate Education Students.
ED 332 992

**Maintenance**
Strategies for Maintaining a Support Group.
ED 332 391

**Majors (Students)**
Classics in the Market Place: An Independent Research Study on Attitudes to the Employment of Classics Graduates.
ED 332 569

**Males**
Black Male Achievement: From Peril to Promise. Report of the Superintendent's Advisory Committee on Black Male Achievement.
ED 333 054

Early Labor Market Experiences of Proprietary

School Students. CRS Report for Congress.
ED 332 003

Improving Parenting Skills of Incarcerated Males in a Community Correctional Center.
ED 332 037

Interrelationship of Family and Extrafamilial Violence in a Representative Sample.
ED 332 139

Sexually Victimized Boys.
ED 332 393

**Man Machine Systems**
Hypertext: A Tool for Academic Exploration.
ED 332 175

Use of IBM Infowindows Workstation for Aesthetic Preference Studies Two.
ED 332 666

**Management Development**
The African Capacity Building Initiative: Toward Improved Policy Analysis and Development Management in Sub-Saharan Africa.
ED 332 917

Comprehensive Systems Approach for Improving Management Effectiveness of the Vocational and Technical Division of the Arkansas Department of Education. Final Report.
ED 331 999

Evaluation of Project LEAD Programs in the District of Columbia Public Schools.
ED 332 329

Human Resource Development for International Operation.
ED 332 044

New Settings and Changing Norms for Principal Development. NCEL Occasional Paper No. 6.
ED 332 344

Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress.
ED 333 094

**Manitoba**
Towards an Understanding: Rural Education in Manitoba.
ED 332 847

**Mantel Haenszel Procedure**
The Effects of Number of Score Groups and Score Group Size on the Mantel-Haenszel Alpha.
ED 333 038

**Marijuana**
Christy's Chance: It's Your Choice!
ED 332 063

Marijuana: The Real Story. It's Your Choice!
ED 332 062

Saying No to Marijuana: A Teacher's Guide.
ED 332 061

Students-Teach-Students.
ED 332 073

What America's Users Spend on Illegal Drugs. An Office of National Drug Control Policy Technical Paper.
ED 332 122

**Marist College NY**
Community Service at Marist College: Expanding a Partnership.
ED 332 651

**Marital Satisfaction**
Marriage and Family Life in Ireland: A Contemporary Study.
ED 332 092

**Marketing**
Developing a Promotional Plan for Adult Vocational Programs.
ED 331 977

An Examination of Postsecondary (Junior and Community Colleges) Marketing and Mid-Management Curriculums. Final Report.
ED 332 035

Job-PAK. Job Placement Assistance Kit. Targeting Employment Series. Special Publication No. 59A.
ED 332 032

Labor Market Information for Business and Marketing Occupations. Draft.
ED 331 964

Strategies for Developing the Affective Work Competencies of Marketing Education Students.
ED 332 036

**Marxian Analysis**
The Theory of Capitalist Regulation and the De-

ED 332 563

**Ontario (Ottawa)**
Educational Expenditure Patterns in a Region of Ontario: 1980-1988.

ED 332 321

**Open Education**
Becoming an Expert Teacher in Informal Primary Education.

ED 332 974

**Operating Expenses**
Unified Budget Recommendations for Fiscal Year 1991-92. Alabama Commission on Higher Education

ED 332 605

**Optical Data Disks**
ERIC [Instructional Guide for Use of the Dialog OnDisc Version of ERIC on CD-ROM].

ED 332 698

Online 1990.

ED 332 709

**Oral Language**
Psycholinguistic Analysis of Semantics and Grammar Based on the Material of Onthogenesis of Speech.

ED 332 548

Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.

ED 332 234

**Oregon**
Administrative Facilitation and Site-Based School Reform Projects.

ED 332 334

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 3: Child Abuse.

ED 332 307

Indians in Oregon Today. A 4th Grade Social Studies Supplement.

ED 332 891

Music Education: Rationale and Commentary. Curriculum Concept Paper.

ED 332 921

Oregon Office of Community College Services: Profile, 1989-90.

ED 332 737

Women in Education for Apprenticeship and Non-Traditional Employment. Final Performance Report.

ED 331 994

**Organization**
Organizing Adult Education for All.

ED 332 043

**Organizational Change**
Change Impact–Building a Rural Telecommunications Network.

ED 332 013

Educational Administration in the 1990's. ACEA Monograph Series No. 6.

ED 332 273

Schools as Collaborative Cultures: Creating the Future Now.

ED 333 064

**Organizational Climate**
Organizational Culture in Adult Basic Education in the Netherlands.

ED 332 039

What Makes a Difference? School Context, Principal Leadership, and Student Achievement. NCEL Occasional Paper No. 3.

ED 332 341

**Organizational Communication**
Communication for a Shared Understanding: The Role of Semiotics in Establishing a Culture for Change.

ED 332 238

Values Education in College and Universities: An Overview of Collaborative Projects between Student Affairs and Academic Affairs.

ED 332 231

Who's Annoying Who? Problems in Organizational Groups.

ED 332 244

**Organizational Development**
Organizing Adult Education for All.

ED 332 043

Schools as Collaborative Cultures: Creating the Future Now.

ED 333 064

Value Organization Linkages, Educational Restructuring, and Historical Reforms.

ED 332 359

WVEA-AEL Site-Based Decisionmaking Casebook: A Joint Study.

ED 332 331

**Organizational Effectiveness**
Administrative Facilitation and Site-Based School Reform Projects.

ED 332 334

Community College Journal for Research and Planning, Volume VII, Numbers 1 and 2.

ED 332 733

Comprehensive Systems Approach for Improving Management Effectiveness of the Vocational and Technical Division of the Arkansas Department of Education. Final Report.

ED 331 999

Support for and Management of Information Technology in Schools.

ED 332 270

**Organizational Objectives**
Organizational Culture in Adult Basic Education in the Netherlands.

ED 332 039

Value Organization Linkages, Educational Restructuring, and Historical Reforms.

ED 332 359

**Organizational Theories**
The Effects of Applying Alternative Research Methods to Educational Administration Theory and Practice.

ED 332 337

**Organizations (Groups)**
Blindness and Visual Impairments: National Information and Advocacy Organizations. Reference Circular No. 90-2.

ED 332 723

ERIC Directory of Education-Related Information Centers.

ED 332 726

Linkages: Texas Higher Education Drug Abuse Prevention Digest. Vol I, No. 1.

ED 332 583

**Orientation**
Images of Leadership. NCEL Occasional Paper No. 7.

ED 332 345

**Orthography**
Computer HANGMAN: Pedagogically Sound or a Waste of Time?

ED 332 524

**Otterbein College OH**
The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.

ED 332 608

**Outcomes of Education**
Adult Adjustment of Individuals with Mild Disabilities One Year after Leaving School. Iowa State Follow-Up Study.

ED 332 466

Blacks in the White Establishment? A Study of Race and Class in America.

ED 333 067//

Curriculum Composition: The Reform Movement and Student Outcomes.

ED 332 335

Early Labor Market Experiences of Proprietary School Students. CRS Report for Congress.

ED 332 003

Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.

ED 332 734

Implementation of the Student Right-to-Know and Campus Security Act: What We Can Learn from Experiences with Track Record Disclosure Requirements.

ED 332 758

Individuals with Learning Disabilities Out of School One Year. Iowa Statewide Follow-Up Study.

ED 332 465

Model Learner Outcomes for Language Arts Education.

ED 332 201

Model Learner Outcomes for Science Education.

ED 332 872

To Be Our Best: Learning for the Future.

ED 332 324//

**Outliers**
Least-Squares Linear Regression and Schrodinger's Cat: Perspectives on the Analysis of Regression Residuals.

ED 333 020

**Outreach Programs**
Girls in Distress in Israel.

ED 332 879

**Pacing**
Project for Program Improvement through the Utilization of Self-Paced Individualized Instruction Concepts Industrial Equipment Technology. Final Report.

ED 331 970

**Pakistan**
Household Consequences of High Fertility in Pakistan. World Bank Discussion Paper Series No. 111.

ED 332 913

**Pamphlets**
Lehigh County Community College Substance Abuse Prevention Program. LCCC Drug Free Campus.

ED 332 581

**Pan African Movement**
Stokely Carmichael: The Story of Black Power.

ED 333 060//

**Papua New Guinea**
Toward Balance in Translation.

ED 332 519

**Parallel Test Forms**
An Examination of the Effect of Multidimensionality on Parallel Forms Construction.

ED 333 013

**Paraprofessional School Personnel**
Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education. Project ASSIST.

ED 332 471

**Parent Associations**
Statewide Parent Organization Demonstration Project: Final Report.

ED 332 425

**Parent Attitudes**
Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.

ED 332 812

Children's and Mother's Judgments about the Acceptable Use of Corporal Punishment.

ED 332 829

Maternal Depressive Symptomatology and Perceptions of Child Behaviour.

ED 332 814

Maternal Emotional Responses to Preterm Birth.

ED 332 804

Parents' Perceptions of Their Involvement in Planning the Transition from School to Work for Their Children with Disabilities.

ED 332 020

Social Comparisons: To Whom Do Parents of Gifted Boys and Girls Compare Their Children?

ED 332 439

Social Support and Stress of Mothers of Mentally Retarded Children.

ED 332 484

**Parent Background**
Youth at High Risk for Substance Abuse. Proceedings of a Technical Review on "Special Youth Populations–What Etiology Suggests about Prevention and Treatment Programming" (Rockville, Maryland, July 16-17, 1986).

ED 332 096

**Parent Child Relationship**
Effects of Tone-of-Voice and Physical Punishment on Children's and Adults' Interpretation of a Brief Disciplinary Prohibition.

ED 332 828

Facilitating Effects of Directive and Non-Directive Language on Toddler Language.

ED 332 448

Interaction in High-Risk Dyads: Maternal Affect and Child Synchrony.

ED 332 473

The Oedipal Complex and Child Sexual Abuse Research: A Re-examination of Freud's Hypothesis.

ED 332 137

Parental Caregiving and Child Externalizing Behavior in Nonclinical Samples: A Meta-Analysis.

ED 332 819

A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.

ED 332 787

The Parent's Handbook: Systematic Training for Effective Parenting. Third Edition.

ED 332 112

**Parent Education**
Family Resource Centers: A Way To Grow.

ED 332 394

Making the System Work: An Advocacy Workshop for Parents. Families as Allies Project.

ED 332 411

A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.

ED 332 787

The Parent/Student Study Skills Connection.

ED 332 053

Special Education and Resource Center (SETRC), 1989-1990. OREA Report.

ED 332 433

**Parent Influence**
Parental Caregiving and Child Externalizing Behavior in Nonclinical Samples: A Meta-Analysis.

ED 332 819

**Parent Participation**
Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?

ED 333 079

Changing Roles, Changing Relationships: Parent-Professional Collaboration on Behalf of Children with Emotional Disabilities. Families as Allies Project.

ED 332 414

A Director's Handbook for Parental Involvement. Chapter I.

ED 332 955

A Foot in the Door: Rural Communities Involved in Educational Change.

ED 332 841

Implementing Change with Staff, Parent and Community Involvement.

ED 332 267

Literacy and Second Language Learners: A Family Agenda.

ED 332 559

Migrant Exemplary Program Nomination.

ED 332 834

Next Steps: A National Family Agenda for Children Who Have Emotional Disorders. Conference Proceedings (Arlington, Virginia, December 10-11, 1988).

ED 332 423

Parents Helping in the Classroom. PEN 71.

ED 332 228

Parents' Perceptions of Their Involvement in Planning the Transition from School to Work for Their Children with Disabilities.

ED 332 020

Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.

ED 332 234

**Parent Role**
Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.

ED 332 786

What You Can Do about Drug Use in America.

ED 332 094

**Parent School Relationship**
Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?

ED 333 079

A Director's Handbook for Parental Involvement. Chapter I.

ED 332 955

Parents Helping in the Classroom. PEN 71.

ED 332 228

**Parent Student Relationship**
Exploring Reading: Empowering Readers with Special Needs.

ED 332 156//

Talking to Literacy Learners: A Parent Education

Project.

ED 332 158

**Parent Teacher Cooperation**
A Director's Handbook for Parental Involvement. Chapter I.

ED 332 955

Talking to Literacy Learners: A Parent Education Project.

ED 332 158

Working Together: The Parent/Professional Partnership. Families as Allies Project.

ED 332 412

**Parenting Skills**
Improving Parenting Skills of Incarcerated Males in a Community Correctional Center.

ED 332 037

The Parent's Handbook: Systematic Training for Effective Parenting. Third Edition.

ED 332 112

**Parents**
Briefs for Parents in Ready-to-Copy Form (English Version).

ED 332 861

The Ecology of Child Care: The Relationship of Parent-Caregiver Support and Child Care Quality to Toddler Behavior.

ED 332 823

**Parents as Teachers**
Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.

ED 332 794

**Parks (Rosa)**
Rosa Parks: The Movement Organizes.

ED 333 062//

**Part Time Employment**
Part-Time Work among High School Seniors: How Much Is Too Much?

ED 332 108

**Participant Satisfaction**
A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.

ED 332 744

Matriculation Student Survey, Spring, 1990.

ED 332 766

Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.

ED 332 743

Regional Campuses Non-Returning Student Survey.

ED 332 773

The Role and Quality of Proprietary Schools: Minnesota Students' Perspectives.

ED 332 038

Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper No. 8.

ED 332 346

The Young Diplomats Program 1983-84/1988-89. OREA Report.

ED 332 948

**Participation Education**
A Middle School Activities Program That Works.

ED 332 965

**Participative Decision Making**
Administrative Facilitation and Site-Based School Reform Projects.

ED 332 334

The Mutual Empowerment of Teachers and Principals.

ED 332 377

Schools as Collaborative Cultures: Creating the Future Now.

ED 333 064

Teacher Strike in a Rural State: Ready for Reform.

ED 332 859

A Training Model for School-Based Decision Making.

ED 332 357

Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper No. 8.

ED 332 346

Using IDE in Instructional Design: Encouraging Reflective Instruction Design Through Automated Design Tools.

ED 332 688

WVEA-AEL Site-Based Decisionmaking Casebook: A Joint Study.

ED 332 331

**Participatory Research**
Collaborative Research and Social Change: Applied Anthropology in Action.

ED 333 072//

**Partnerships in Education**
Building Partnerships with Agencies & Employers To Help High Risk Students Succeed. The AACJC/Kellogg Beacon Colleges Initiative.

ED 332 750

Partnerships in Education.

ED 333 068

**Path Analysis**
Measurement and Model Linkages in Assessing School Environments.

ED 332 360

**Patients**
Criterion-Sensitive Measurement: A Study in Multi-Dimensionality.

ED 333 048

**Pediatrics**
Human Learning and Behavior Branch. A Report to the National Advisory Child Health and Human Development Council.

ED 332 830

Pediatric Minimal Knowledge and Skills: The First Step in Developing a Curriculum in Alcohol and Other Drugs for Pediatricians.

ED 332 566

**Peer Acceptance**
Children's Awareness of Their Popularity and Social Acceptability.

ED 332 816

Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.

ED 332 822

Social Integration of Handicapped Students: Cooperative Goal Structuring. Research Brief for Teachers. Brief T1.

ED 332 383

**Peer Counseling**
Natural Helpers: The Differences in Views of the Male and Female Participants.

ED 332 125

Peer Counseling in Higher Education: Essentials and Practice. Workbook.

ED 332 611

Students-Teach-Students.

ED 332 073

**Peer Evaluation**
Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.

ED 332 626

One of the Things at Stake in the Peer-Group Conference: The Feminine.

ED 332 187

**Peer Groups**
Guide to Implementing TAP. Teens for AIDS Prevention Project.

ED 332 988

Transition from Peer Group Dialogue to Traditional Schooling: Six Longitudinal Case Studies.

ED 332 972

**Peer Influence**
Danny's Dilemma. It's Your Choice!

ED 332 057

Guide to Implementing TAP. Teens for AIDS Prevention Project.

ED 332 988

How Friends Influence Adolescents' Adjustment to School.

ED 332 813

**Peer Relationship**
Cooperative Learning for Bilingual Students: A Case Study of a CIRC Implementation.

ED 332 528

He-Said-She-Said: Talk as Social Organization among Black Children.

ED 333 065//

Infant Pointing: Prelinguistic Reference and Co-Reference.

ED 332 824

Internalizing and Externalizing Subgroups of

ED 333 061

**Poverty Areas**
Community School District 4, New York City: A Case of Choice. CPRE Report Series TC-002.

ED 332 347

**Poverty Programs**
Unchanged Priorities: The Fiscal Year 1992 Bush Budget.

ED 333 071

**Power Structure**
The Modernization of a Rural School: A Leadership Research Study.

ED 332 837

The Mutual Empowerment of Teachers and Principals.

ED 332 377

**Pragmatics**
ESL/EFL Methodology: Topical, Annotated Bibliographies. Volume 1.

ED 332 491

The Pragmatic Approach to Language Teaching: An Annotated Bibliography.

ED 332 493

**Preadolescents**
Alcohol: The Real Story. It's Your Choice.

ED 332 059

Christy's Chance: It's Your Choice!

ED 332 063

Danny's Dilemma. It's Your Choice!

ED 332 057

Family Decision-Making in Early Adolescence: Conversations and Choices.

ED 332 818

Marijuana: The Real Story. It's Your Choice!

ED 332 062

Saying No to Alcohol.

ED 332 058

Saying No to Marijuana: A Teacher's Guide.

ED 332 061

Saying No to Tobacco: A Teacher's Guide.

ED 332 055

Serena's Secret. It's Your Choice!

ED 332 060

Tobacco: The Real Story. It's Your Choice.

ED 332 056

Who They Are–How We Teach. Early Adolescents and Their Teachers.

ED 332 993

**Prediction**
The Construction and Application of a Cognitive-Network Model of Prediction Problem Solving.

ED 332 864

Pretence and Deception: One Cognitive Watershed or Two?

ED 332 811

**Predictive Validity**
Predictive Properties of the Gesell School Readiness Screening Test within Samples from Two Treatment Contexts.

ED 333 007

**Predictor Variables**
Beginning To Understand Why Older Students Drop Out of College: A Path Analytic Test of the Bean/Metzner Model of Nontraditional Student Attrition.

ED 332 598

Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.

ED 333 049

A Freshman Admissions Prediction Equation: An Evaluation and Recommendation.

ED 333 018

A Longitudinal Study of Children's Social Adjustment during Elementary School.

ED 332 825

Measurement and Model Linkages in Assessing School Environments.

ED 332 360

Parental Caregiving and Child Externalizing Behavior in Nonclinical Samples: A Meta-Analysis.

ED 332 819

Postsecondary Musical Independence and Related High School/College Experiences.

ED 332 449

Psychological Predictors of Mortality: Evidence from a 41-Year Prospective Study.

ED 332 129

**Pregnancy**
Serving the Future: An Update on Adolescent Pregnancy Prevention Programs in Developing Countries.

ED 332 078

State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.

ED 331 990

Teenage Pregnancy Prevention and Related Issues. Memo No. 7.

ED 332 134

Teenage Pregnancy Prevention and Related Issues. Memo No. 8.

ED 332 132

**Pregnant Students**
Classroom Activities in Nutrition in Teenage Pregnancy. Bulletin No. 91140.

ED 332 961

Teenage Pregnancy Prevention and Related Issues. Memo No. 7.

ED 332 134

**Premarital Sex**
Premarital Sexual Attitudes and Behavior of Adolescents and Young Adults: A Review of Current Literature.

ED 332 142

**Premature Infants**
Maternal Emotional Responses to Preterm Birth.

ED 332 804

**Prenatal Influences**
PRISE Reporter, Volume 21, No. 1-5, October 1989-June 1990.

ED 332 436

Slammin' and Snortin': A Community Based Model of Intervention in Drug Cases.

ED 332 785

**Prepositions**
Prepositions of Position: An Analysis for Practical Application in the Classroom.

ED 332 509

**Preschool Children**
First Steps: A Curriculum Plan for Early Childhood Education.

ED 332 784

Music: An Avenue for Cultural Literacy.

ED 332 799

Naturalistic Study of the Literate Behaviors of 4-Year-Old Children Occurring during Spontaneous Play in the Hollow Block Area of a Preschool Classroom.

ED 332 800

Playgrounds for Infants, Toddlers, and Preschoolers.

ED 332 806

Predictive Properties of the Gesell School Readiness Screening Test within Samples from Two Treatment Contexts.

ED 333 007

Pretence and Deception: One Cognitive Watershed or Two?

ED 332 811

The Relationship between Children's Play Patterns and Types of Teacher Intervention.

ED 332 803

School Refusal in Young Children.

ED 332 853

Slow and Steady, Get Me Ready. A Parents' Handbook for Children from Birth to Age 5.

ED 332 802

Structure and Freedom in Selected Pre-School Programs.

ED 332 795

Teacher Expectations for Four-Year-Old Children: A Qualitative Analysis.

ED 332 807

Types of Preschoolers' Verbal Thinking: Judgement of Fundamental Physical Laws.

ED 332 820

"With Mother" and Its Viewers: Behavior Monitoring of 2- and 3-year-olds.

ED 332 681

**Preschool Curriculum**
Gallaudet University Child Development Center's Model Integration Program.

ED 332 437

**Preschool Education**
Is It Financially Feasible for Texas Public Schools To Implement the Prekindergarten Three-Year-Old Program?

ED 332 328

**Preschool Teachers**
The Relationship between Children's Play Patterns and Types of Teacher Intervention.

ED 332 803

Structure and Freedom in Selected Pre-School Programs.

ED 332 795

Teacher Expectations for Four-Year-Old Children: A Qualitative Analysis.

ED 332 807

The Young Child's Need for Death Education.

ED 332 801

**Preservice Teacher Education**
The Design and Validation of an Instrument To Identify Preservice Elementary Teachers' Intuitive and School Knowledge of the Concepts of Surface Area/Volume and States of Matter.

ED 332 866

Developing a Pedagogically Useful Content Knowledge in Elementary Mathematics.

ED 332 875

The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.

ED 332 870

The Influence of Preservice Secondary Science Teachers' Beliefs about Science and Pedagogy on Their Planning and Teaching.

ED 332 871

Learning to Teach Literature in California: Challenging the Rules for Standardized Instruction. Research Series No. 200.

ED 332 202

Learning to Teach Literature: Structuring Classroom Tasks To Free Children's Responses to Text. Research Series No. 201.

ED 332 203

Metaphors We Teach By.

ED 332 191

The Next Level. Minority Teacher Supply & Demand. A Policy Statement.

ED 332 980

Reform in Teacher Education: A Sociological View.

ED 332 981

A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.

ED 332 155

The Scientific Theory Profile: A Philosophy of Science Model for Science Teachers.

ED 332 867

**Presidential Primaries**
Miami's Spanish-Language Newspapers Report the 1988 Presidential Primary.

ED 332 171

**Pretend Play**
Pretence and Deception: One Cognitive Watershed or Two?

ED 332 811

**Prevention**
Adolescent Behavior Change: A Review.

ED 332 086

Adolescent Suicide Postvention in Schools: Managing Grief of Peer Survivors.

ED 332 127

Alcohol Problems Prevention/Intervention Programs: Guidelines for College Campuses. Revised.

ED 332 593

Alcohol: The Real Story. It's Your Choice.

ED 332 059

Child Sexual Abuse: Problems, Perspectives and Programs for Schools in the 1990s. A Guide for School Administrators.

ED 332 374

Christy's Chance: It's Your Choice!

ED 332 063

Colby Alcohol Reports.

ED 332 584

Communities Creating Change: Exemplary Alcohol and Other Drug Prevention Programs 1990.

ED 332 098

Danny's Dilemma. It's Your Choice!

ED 332 057

Drunk Driving. Surgeon General's Workshop.

Developing Short-Term Training Programs.
ED 331 976
The Diversity Challenge: A Collection of Model Programs.
ED 332 762
An Employer's Guide to Dealing with Substance Abuse.
ED 332 095
How To Start and Run an Alcohol and Other Drug Information Centre: A Guide.
ED 332 106
Implementing Across-the-Board Vocational Student Organization Models. Final Report.
ED 331 972
Implementing Developmentally Appropriate Classrooms.
ED 332 789
Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.
ED 332 809
Improving Parenting Skills of Incarcerated Males in a Community Correctional Center.
ED 332 037
Texas Master Teacher Examination. Symposium Presented at the Annual Conference of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
ED 333 019
What a Difference a Recession Makes: The Rise and Fall of Integrated Services for At-Risk Youth in Massachusetts.
ED 333 093
Will New Structures Stay Restructured?
ED 332 302

**Program Improvement**
Career Education. Wadena Public School System.
ED 332 021

**Program Length**
[Take Five].
ED 332 648

**Program Termination**
What a Difference a Recession Makes: The Rise and Fall of Integrated Services for At-Risk Youth in Massachusetts.
ED 333 093

**Programed Instructional Materials**
Multimedia Approach to Self-Paced Individualized Instruction in Air Conditioning, Refrigeration and Heating and Other Vocational Programs. Final Report.
ED 331 971
Project for Program Improvement through the Utilization of Self-Paced Individualized Instruction Concepts Industrial Equipment Technology. Final Report.
ED 331 970

**Programed Tutoring**
Biology Laboratory Construction Kit with Intelligent Tutor. Final Project Report.
ED 332 685

**Programing (Broadcast)**
Channel One: Are Schools Trading Captive Student Audiences for Free Equipment?
ED 332 664
Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.
ED 332 680

**Programing Languages**
Wacky Words for Traveling Tales: Logo Applications in Language Arts.
ED 332 669

**Project Head Start**
Teacher Values and Classroom Culture: Teaching and Learning in a Rural, White Head Start Program.
ED 332 798

**Promotion (Occupational)**
Australian Teachers' Careers. Teachers in Society.
ED 332 968//

**Prompting**
Dynamic Assessment of Intellectually Handicapped Children. Alternative Assessments of Handicapped Children. Technical Report No. 4.
ED 332 389

**Property Taxes**
Minnesota School Finance: A Guide for Legislators.
ED 332 297

**Proprietary Schools**
Early Labor Market Experiences of Proprietary School Students. CRS Report for Congress.
ED 332 003
Proprietary Schools and Student Financial Aid Programs: Background and Policy Issues. Congressional Report for Congress.
ED 332 623
The Role and Quality of Proprietary Schools: Minnesota Students' Perspectives.
ED 332 038

**Psycholinguistics**
Psycholinguistic Analysis of Semantics and Grammar Based on the Material of Onthogenesis of Speech.
ED 332 548

**Psychological Characteristics**
Adolescents with Chronic Illnesses–Issues for School Personnel. Second Edition. CYDLINE Reviews.
ED 332 408

**Psychological Evaluation**
Broadening School Psychological Services through Program Evaluation and Modification That Emphasized Curriculum Based Assessment.
ED 332 457

**Psychological Patterns**
Factors Predisposing Drug Abuse.
ED 332 072

**Psychological Services**
Broadening School Psychological Services through Program Evaluation and Modification That Emphasized Curriculum Based Assessment.
ED 332 457

**Psychological Testing**
Component Identification and Item Difficulty of Raven's Matrices Items.
ED 333 016

**Psychopathology**
The Use of Evoked Potential Studies in the Identification of Explosive Adolescents.
ED 332 118

**Puberty**
Family Life Education Curriculum: Grade 7 through Grade 9 Level.
ED 332 892

**Public Agencies**
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.
ED 332 910
Public/Private Partnerships in Aging. Working with the Business Community on Eldercare. A Primer for the Aging Network.
ED 331 979

**Public Colleges**
Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1989-August 31, 1990.
ED 332 637

**Public Education**
FY 89 AEL Needs Assessment Project Report.
ED 332 858
Minnesota School Finance: A Guide for Legislators.
ED 332 297
Missourians Prepared–Success for Every Student. Recommendations for Improving Missouri's Public Schools during the 1990s.
ED 332 306

**Public Health**
Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Full Report, with Commentary.
ED 332 957
Pediatric, Adolescent, and Maternal AIDS Branch. Report to the National Advisory Child Health and Human Development Council.
ED 332 831

**Public Health Service**
Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Full Report, with Commentary.

ED 332 957

**Public Libraries**
Assessing the Information Needs of Rural Americans. Public Libraries.
ED 332 721
Bibliography of Rural Education in Canada. A Document Produced for the Conference: Prairie Forum on Rural Education (Brandon, Manitoba, Canada, November 8-9, 1990).
ED 332 846
Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731
Illinois Public Library Statistics: A Guide for Librarians and Trustees. [1987-88].
ED 332 704
Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.
ED 332 710

**Public Opinion**
Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.
ED 332 305

**Public Policy**
America in the 21st Century: Social and Economic Support Systems.
ED 332 898
English Only JAMAS.
ED 332 498
Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.
ED 332 786
Poverty and Poor Health among Elderly Hispanic Americans.
ED 333 074
Proposals Relating to Increasing Housing Opportunities for Homeless Persons. Discussion Paper 91-1.
ED 332 133
Transition Policies Affecting Services to Youth with Serious Emotional Disabilities. Youth in Transition Project.
ED 332 422
Visions Of: Independence-Productivity-Integration for People with Developmental Disabilities. A Summary of Reports Prepared by State Developmental Disabilities Planning Councils. Executive Summary.
ED 332 442
Working Models of Choice in Public Education. CPRE Report Series RR-018.
ED 332 350

**Public Relations**
Job-PAK. Job Placement Assistance Kit. Targeting Employment Series. Special Publication No. 59A.
ED 332 032

**Public Schools**
Chicago Public High Schools' Improvement Plans: Improving Students' Learning.
ED 332 372
Is It Financially Feasible for Texas Public Schools To Implement the Prekindergarten Three-Year-Old Program?
ED 332 328
Options & Opportunities: School Improvement Processes in Michigan.
ED 332 322
Rationale and Methods To Articulate Ethics and Administrator Training.
ED 332 379
Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).
ED 332 301
Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1
ED 332 339
Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.
ED 333 041
Working Models of Choice in Public Education. CPRE Report Series RR-018.
ED 332 350

**Public Service**
City Learning Laboratories: Urban State Colleges and Universities.

Teaching Reading through Humor.
ED 332 152

**Reading Materials**
National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan (Islamabad, Pakistan, September 12-21, 1989). Report.
ED 332 001

**Reading Motivation**
Teaching Reading through Humor.
ED 332 152

**Reading Processes**
The Impulse toward Comedy in Margaret Atwood's Poetry.
ED 332 186

**Reading Programs**
Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.
ED 332 164

**Reading Skills**
Baker's Dozen of the Best Ideas for College Learning Specialists.
ED 332 151
The Effects of Segmentation and Spelling Training on the Blending Skills of Beginning Readers.
ED 332 154
Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.
ED 332 164
Reading To Achieve: Strategies for Adult/College Learners.
ED 332 148
Survey of Literacy Skills Used in Daily Activities.
ED 332 557
Using Captioned Television To Improve the Reading Proficiency of Language Minority students. Research Study.
ED 332 542

**Reading Strategies**
An Application of Schema Theory and Metacognitive Strategies in Teaching EFL and ESL Reading: An Annotated Bibliography.
ED 332 495
Baker's Dozen of the Best Ideas for College Learning Specialists.
ED 332 151
How Students Read To Answer Questions and How That Affects Their Learning. Technical Report No. 532.
ED 332 157
The New "English" Teacher. A Guide to Using Captioned Television with Language Minority Students. Curriculum Guide.
ED 332 543
Reading To Achieve: Strategies for Adult/College Learners.
ED 332 148
Sources of Variance Influencing Adults' Reading Strategies and Comprehension.
ED 332 162

**Recession**
What a Difference a Recession Makes: The Rise and Fall of Integrated Services for At-Risk Youth in Massachusetts.
ED 333 093

**Recipes (Food)**
Creative Nutrition Education–An Integrated Approach. A. Recommended Guide for Oklahoma, Elementary Level. Fourth Edition.
ED 332 990

**Recreation Finances**
Colby Alcohol Reports.
ED 332 584

**Recruitment**
Ensuring Competent Staff in Adult Literacy Programs.
ED 332 143
Minority Recruitment and Retention in ARL Libraries. SPEC Kit 167.
ED 332 717
Recruiting and Retaining Newspaper Minority Employees: How to Do It.
ED 332 172

**Reentry Students**
Back to School: Warnings and Advice to the Older Graduate Student.

ED 332 217

**Referees**
Volleyball Officiating: Overlapping and Ball Handling.
ED 332 989

**Reference Materials**
Building a Library Collection on Blindness and Physical Disabilities: Basic Materials and Resources. Reference Circular No. 90-3.
ED 332 722

**Referential Communication**
Infant Pointing: Prelinguistic Reference and Co-Reference.
ED 332 824

**Referral**
School Counselor Attitudes and Referral Practices When Working with Suicidal Adolescents.
ED 332 121

**Reflective Teaching**
Imaging for Literacy Learning: A Reflective Teaching Inquiry.
ED 332 163

**Refrigeration Mechanics**
Multimedia Approach to Self-Paced Individualized Instruction in Air Conditioning, Refrigeration and Heating and Other Vocational Programs. Final Report.
ED 331 971

**Refugees**
A Discussion of "Presenting Problems" in Counseling Indochinese Refugee Adolescents Enroute to the U.S.
ED 332 512
Educational Disadvantages of Vietnamese Amerasians in Comparison to Vietnamese Peers Enroute to the United States.
ED 332 511
Educational Level and Illiteracy Rates of Mothers and Step-Fathers of Vietnamese Amerasians Enroute to the United States.
ED 332 510

**Regional Planning**
FY 89 AEL Needs Assessment Project Report.
ED 332 858

**Regional Schools**
Middle Georgia Technical Institute. Area Vocational/Technical Training Needs Assessment.
ED 331 997

**Regression (Statistics)**
Equity of Educational Achievement and School Effectiveness.
ED 333 021
Least-Squares Linear Regression and Schrodinger's Cat: Perspectives on the Analysis of Regression Residuals.
ED 333 020
Parameter Invariance in the Rasch Model.
ED 333 043

**Regular and Special Education Relationship**
Evaluation of the Cross Categorical Service Delivery Model: Is the Regular Education Initiative Working?
ED 332 479
Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.
ED 332 483

**Rehabilitation**
Criterion-Sensitive Measurement: A Study in Multi-Dimensionality.
ED 333 048
What's New: Acquatic Stabilization: Aquatic Rehabilitation Strategies for the Lumbar Spine and Risk Management for the Aquatic Therapist.
ED 332 963

**Rehabilitation Programs**
Employment and People with Disabilities.
ED 332 468
Parents' Reports of Students' Involvement with Vocational Rehabilitation Agencies in the First Years after Secondary School. A Report from the National Longitudinal Transition Study of Special Education Students.
ED 332 429
Vocational Rehabilitation Services: A Post-

secondary Student Consumer's Guide. Revised.
ED 332 404

**Rejection (Psychology)**
Children's Awareness of Their Popularity and Social Acceptability.
ED 332 816
Internalizing and Externalizing Subgroups of Peer-Rejected Children.
ED 332 827
Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.
ED 332 822

**Relaxation Training**
Suggestopedia.
ED 332 492

**Released Time**
Flexible Calendar: Evaluation and Title 5 Revisions.
ED 332 767

**Remedial Instruction**
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630
Educational Choice in Washington State: A Case of Choice. CPRE Report Series TC-003.
ED 332 349

**Remedial Mathematics**
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630

**Remedial Programs**
Anatomy of a Learning Assistance Centre.
ED 332 375
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630
The Developmental Level Writing Program at Michigan State University.
ED 332 214
Effective Programs for Students At Risk.
ED 332 290

**Remedial Reading**
Baker's Dozen of the Best Ideas for College Learning Specialists.
ED 332 151
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630

**Remedial Teachers**
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630

**Republican Party**
A Search for Variables Affecting Under-Identification of Students with Behavioral Disorders: II.
ED 332 435

**Research**
Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1989-August 31, 1990.
ED 332 637

**Research and Development**
High-Performance Computing Act of 1991. Report of the Senate Committee on Commerce, Science, and Transportation on S. 272. Senate, 102d Congress, 1st Session.
ED 332 693
High Performance Computing and Communications Act of 1991. Hearing Before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. One Hundred Second Congress, First Session on S. 272 To Provide for a Coordinated Federal Research Program To Ensure Continued United States Leadership in High-Performance Computing.
ED 332 694
Imagineering: Key to Educational Futures.
ED 332 310

**Research Design**
Developmental Models for Time of Testing x Cohort x Grade (Age) Research Designs.
ED 333 028
Evaluation and Validation: A Look at the Program Effectiveness Panel.
ED 333 045

Society Series.

ED 332 970//

**School Age Parents**
Classroom Activities in Nutrition in Teenage Pregnancy. Bulletin No. 91140.

ED 332 961

**School Attendance Legislation**
Home Schooling.

ED 332 291

**School Attitudes**
Plans of the 1988 Graduates, Los Angeles Unified School District. Publication No. 539.

ED 333 076

**School Based Clinics**
Teenage Pregnancy Prevention and Related Issues. Memo No. 8.

ED 332 132

**School Based Enterprises**
Rural Schools and Community Development: A Conceptual Design Project.

ED 332 833

**School Based Management**
Administrative Facilitation and Site-Based School Reform Projects.

ED 332 334

Alteration of Influence Relations in School-Based Management Innovations.

ED 332 352

An Analysis of Site-Based Budgets of a Large Urban School District.

ED 332 325

A Training Model for School-Based Decision Making.

ED 332 357

Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper No. 8.

ED 332 346

WVEA-AEL Site-Based Decisionmaking Casebook: A Joint Study.

ED 332 331

**School Business Relationship**
Blueprint for Career Preparation. Update

ED 332 006

Building Partnerships with Agencies & Employers To Help High Risk Students Succeed. The AACJC/Kellogg Beacon Colleges Initiative.

ED 332 750

Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.

ED 332 741

Channel One: Are Schools Trading Captive Student Audiences for Free Equipment?

ED 332 664

The CO-CEP Initiative: The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents.

ED 332 486

Community College Involvement in Contracted Training and Other Economic Development Activities. A Report of a National Survey.

ED 332 742

Dealing with the Tip of the Iceberg: School Responses to At-Risk Behaviors.

ED 333 080

Effective Economic Education in the Schools. Reference & Resource Series.

ED 332 904

Guide to Corporate Support. Volume 1: Program Descriptions; Volume 2: Indexes. 1991 Edition. Education Interface Series.

ED 332 287//

A Manager's Handbook to Partnerships: How To Set-Up, Run and Maintain Partnerships. Partnerships in Education Journal.

ED 332 275

Partnerships in Education.

ED 333 068

Preparing Students for Leadership in Tomorrow's Work.

ED 331 952

Time To Teach a New World: Education and Technology in the 21st Century.

ED 332 675

**School Choice**
Community School District 4, New York City: A Case of Choice. CPRE Report Series TC-002.

ED 332 347

Educational Choice in Washington State: A Case

of Choice. CPRE Report Series TC-003.

ED 332 349

The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.

ED 332 348

The Role and Quality of Proprietary Schools: Minnesota Students' Perspectives.

ED 332 038

Working Models of Choice in Public Education. CPRE Report Series RR-018.

ED 332 350

**School Community Programs**
Adolescents, AIDS and HIV: A Community-Wide Responsibility.

ED 332 986

Rural Schools and Community Development: A Conceptual Design Project.

ED 332 833

**School Community Relationship**
Community Linkage Plan. Final Report.

ED 331 975

Community Service at Marist College: Expanding a Partnership.

ED 332 651

[Community Service Program, Westmont College.]

ED 332 645

Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.

ED 332 774

An Implementation Guide for the New Futures Initiative.

ED 332 293

Kansas State University Community Service Program.

ED 332 652

Strategies for Success: Achieving the National Urban Education Goals. Proceedings from Meetings with Representatives from 70 National Education, Business and Philanthropic Organizations.

ED 333 090

Towards an Understanding: Rural Education in Manitoba.

ED 332 847

**School Counseling**
Adviser-Advisee Programs: Why, What and How.

ED 332 079

Guidance in Middle Level Schools: Everyone's Responsibility. Revised Edition.

ED 332 077

Indiana Developmental School Counseling Idea Book.

ED 332 088

A Survey of School Counselors of Early Adolescents in Utah.

ED 332 128

**School Counselors**
School Counselor Attitudes and Referral Practices When Working with Suicidal Adolescents.

ED 332 121

A Survey of School Counselors of Early Adolescents in Utah.

ED 332 128

**School Demography**
Overview of Higher Education. Trends and Issues in Missouri.

ED 332 639

**School Desegregation**
Bronson Settlement 1989-90.

ED 333 056

**School District Reorganization**
A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.

ED 332 855

**School District Spending**
Educational Expenditure Patterns in a Region of Ontario: 1980-1988.

ED 332 321

North Carolina's School Improvement and Accountability Act: A Description of Local District Proposals.

ED 333 023

**School Districts**
Special Education Support Services: Program Evaluation Report. No. 91-059.

ED 333 005

A Template for Preparing A Technology Applications Plan.

ED 332 670

**School Effectiveness**
Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.

ED 332 305

Chicago Public High Schools' Improvement Plans: Improving Students' Learning.

ED 332 372

Equity of Educational Achievement and School Effectiveness.

ED 333 021

From Gatekeeper to Gateway: Transforming Testing in America. Report.

ED 333 004//

Institutional Improvement: Making Assessment Work for You.

ED 332 759

Promoting School Improvement Practices: Developing Quality Effective School Assessment Indicators.

ED 332 336

**School Funds**
Audit Guidelines for 1989-90: Single Audit Act of 1984.

ED 332 298

Rethinking School Finance. A Policy Issues Paper Prepared for the Chief State School Officers of the Northwest and Pacific.

ED 332 284

**School Guidance**
Comprehensive Career Guidance Program. A Guide for Program Development.

ED 332 065

Developmental Guidance Curriculum.

ED 331 989

Guidance in Middle Level Schools: Everyone's Responsibility. Revised Edition.

ED 332 077

Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.

ED 332 093

**School Holding Power**
Intrinsic Motivation Factors To Enhance the Retention of Vocational Special Needs Learners in Postsecondary Vocational Education Programs.

ED 331 995

Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions.

ED 333 053

Minority Advancement Program: A Research Report on an Operative Educational Model.

ED 333 075

**School Improvement Groups Network Project NC**
Collegial Groups in School Improvement: Project SIGN.

ED 332 300

**School Law**
Students and the Law. Fastback Series No. 317.

ED 332 373

**School Location**
Instructional Locations away from the Main Campus, Fall 1990, State University of New York. Report Number 16-91.

ED 332 604

**School Organization**
A Review of Middle Level Organization.

ED 332 367

Schools as Collaborative Cultures: Creating the Future Now.

ED 333 064

Will New Structures Stay Restructured?

ED 332 302

**School Personnel**
Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.

ED 332 774

Fact Book, 1990-91.

ED 332 772

Guide for a Drug-Free Workplace and Campus.

ED 332 585

**School Phobia**
School Refusal in Young Children.

Audit Guidelines for 1989-90: Single Audit Act of 1984.
ED 332 298

Comprehensive Career Guidance Program. A Guide for Program Development.
ED 332 065

**South Dakota**
A Distance Education Approach to Continuing Legal Education in South Dakota Using Public Television Overnight Service.
ED 332 676

**South Dakota Board of Regents**
South Dakota Board of Regents Systemwide Quality-of-Life Policies.
ED 332 578

**South Pacific**
Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).
ED 332 852

**Soviet Pedagogy**
Democratizing Soviet Elementary Schools through the Use of an American Curriculum: A Qualitative Evaluation.
ED 332 363

**Space Exploration**
Imagineering: Key to Educational Futures.
ED 332 310

**Space Utilization**
Classroom Space: The Hendricks v Carroll Case and Its Impact on Special Education.
ED 332 474

**Spain**
Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.
ED 333 049

**Spanish**
Project Exchange, Proyecto Intercambio: A Guide to Exploring Hispanic and North American Cultures.
ED 332 501

**Spanish Speaking**
Teaching Science to Students with Limited English Proficiency Using Cooperative Learning Techniques.
ED 332 514

**Special Education**
Effective Programs for Students At Risk.
ED 332 290

Special Education Support Services: Program Evaluation Report. No. 91-059.
ED 333 005

Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
ED 333 003

**Special Education Teachers**
Personnel Preparation in Early Childhood Special Education: A Southeastern Perspective.
ED 332 444

Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.
ED 332 481

Training Personnel for Children Affected by Alcohol or Drugs.
ED 332 487

What Special Education Teachers Want To Know about AIDS.
ED 332 445

**Special Health Problems**
Drug Affected Babies: A Bibliography.
ED 333 055

**Special Needs Students**
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 4: Substance Abuse.
ED 332 308

Intrinsic Motivation Factors To Enhance the Retention of Vocational Special Needs Learners in Postsecondary Vocational Education Programs.
ED 331 995

Northwest ESD 189 Special Education Equity Project: July 1, 1989 to June 30, 1990. Final Report.

ED 332 443
Parents' Perceptions of Their Involvement in Planning the Transition from School to Work for Their Children with Disabilities.
ED 332 020
State Incentive Grant District 75/Citywide Special Education. Staff Development Program 1989-1990. OREA Report.
ED 332 476
Using Interpreters and Translators To Meet the Needs of Handicapped Language Minority Students and Their Families. Program Information Guide Series No. 4.
ED 332 540

**Special Programs**
Gifted Education in Virginia: Parent Handbook. Fall 1990.
ED 332 459

**Speech Communication**
The Challenge of Communication Curriculum Integration.
ED 332 236
Foreigner Talk, Foreigner Register, and Teacher Talk.
ED 332 530
Frank Buchman's Moral Re-Armament and Alfred Korzybski's General Semantics: A Comparison and Contrast.
ED 332 230
He-Said-She-Said: Talk as Social Organization among Black Children.
ED 333 065//
The Relevance of Discourse Analysis of Supervisory Conferences: An Exploration.
ED 332 353
Revisioning Vygotsky.
ED 332 219

**Speech Curriculum**
Curriculum Design: High School Introductory Speech.
ED 332 253

**Speech Instruction**
Curriculum Design: High School Introductory Speech.
ED 332 253

**Speech Perception**
Assessment of Auditory Speech Perception in Hearing-Impaired Infants.
ED 332 485

**Speech Synthesizers**
An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.
ED 332 532

**Speech Writing**
Curriculum Design: High School Introductory Speech.
ED 332 253

**Spelling**
The Effects of Segmentation and Spelling Training on the Blending Skills of Beginning Readers.
ED 332 154

**Sport Psychology**
Discourse and Leadership: Which is Best for Morale and Productivity a Monologue or a Dialogue?
ED 332 240

**Spouses**
The Role of the University Presidential Spouse as Perceived by Spouses and Chairs of Boards of Trustees at Association of American Universities Affiliated Institutions. Executive Summary.
ED 332 644

**Staff Development**
Application of New Technologies (Including Computers) in Distance Education: Implications for the Training of Distance Educators.
ED 332 683
Computer Applications Planning: Program Assessment Profile. A Tool for Analyzing School and District Programs and Activities.
ED 332 665
Developing Short-Term Training Programs.
ED 331 976
A New Professional Role for Junior High School Science and Mathematics Teachers.
ED 332 960
Planning Human Resource Development through Equal Opportunities. A Handbook.

ED 332 030
Producing Distance Learning Materials: Cash and Other Constraints.
ED 332 654
Staff Development in the Middle Grades. Report No. 38.
ED 332 288
State Incentive Grant District 75/Citywide Special Education. Staff Development Program 1989-1990. OREA Report.
ED 332 476
Statewide VTAE Staff Training Needs Assessment. Final Report.
ED 331 961
A Training Model for School-Based Decision Making.
ED 332 357

**Staff Utilization**
Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education. Project ASSIST.
ED 332 471

**Stafford Student Loan Program**
Problems Confronting the Higher Education Assistance Foundation. Hearing on Examining the Financial Difficulties Confronting the Higher Education Assistance Foundation and the Impact That Situation Has on the Guaranteed Student Loan Programs of the Department of Education before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, Second Session.
ED 332 620
Student Loans: Characteristics of Defaulted Borrowers in the Stafford Student Loan Program. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.
ED 332 601

**Standard Progressive Matrices**
Component Identification and Item Difficulty of Raven's Matrices Items.
ED 333 016

**Standardized Tests**
Appropriate Testing
ED 332 751
Standardized Testing. The Teacher's & Instructor's Guide.
ED 332 749
Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.
ED 333 041

**Standards**
Secondary Education: The Future. Policy Statement.
ED 332 896
University of Northern Colorado Drug and Alcohol Policy [and] Drug Prevention/Education Program at UNC [and] University of Northern Colorado Alcohol Use Survey.
ED 332 575
Value Organization Linkages, Educational Restructuring, and Historical Reforms.
ED 332 359

**State Action**
The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.
ED 332 348
Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).
ED 332 301
School Restructuring in California. The 1991-92 Budget; Perspectives and Issues. Reprint.
ED 332 299
Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.
ED 332 262

**State Aid**
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.
ED 332 562
Minnesota School Finance: A Guide for Legislators.
ED 332 297

**State Colleges**
City Learning Laboratories: Urban State Colleges and Universities.
ED 332 643
Criteria for the Establishment of New Public Colleges and Universities. Report 6.
ED 332 627
Unified Budget Recommendations for Fiscal Year 1991-92. Alabama Commission on Higher Education
ED 332 605

**State Curriculum Guides**
Resource Guide for the Blueprint for Career Preparation. A Listing of Career Development Books, Software, Kits, and Materials.
ED 332 009

**State Departments of Education**
Comprehensive Systems Approach for Improving Management Effectiveness of the Vocational and Technical Division of the Arkansas Department of Education. Final Report.
ED 331 999
Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.
ED 332 262

**State Federal Aid**
Fact Book on Library Aid 1991.
ED 332 711

**State Government**
Anti-Drug Abuse Strategy Report. State of New York. 1990 Update.
ED 332 080

**State History**
Indiana Underground Railroad Folklore: Western Route and Daviess County.
ED 332 899
Indians in Oregon Today. A 4th Grade Social Studies Supplement.
ED 332 891
Instructional Media: North Carolina. Advisory List.
ED 332 886
Social Studies Curriculum Guide: Grade 9. Bulletin 1989, No 35.
ED 332 890
The Wallaces of Iowa.
ED 332 895

**State Legislation**
Alcohol/Drug Abuse for East Carolina University Students, Faculty, and Staff.
ED 332 576
Carl Albert State College Drug-Free School and Community Policy.
ED 332 579
A Drug-Free School & Workplace.
ED 332 587
Educational Choice in Washington State: A Case of Choice. CPRE Report Series TC-003.
ED 332 349
Fact Book on Library Aid 1991.
ED 332 711
Kearney State College Drug-Free Campus Program.
ED 332 592
North Carolina's School Improvement and Accountability Act: A Description of Local District Proposals.
ED 333 023
Policy Statement on Illicit Drugs and Alcohol.
ED 332 571
The ROOTS Program: Rural Opportunities Offer Tomorrow's Success. Program Summary.
ED 332 842
State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.
ED 331 990
Transition Policies Affecting Services to Youth with Serious Emotional Disabilities. Youth in Transition Project.
ED 332 422

**State Norms**
Report on the San Mateo County Community College District Transfer Students, 1988-89.
ED 332 779

**State Programs**
Better Teaching for Better Learning: Student Achievement Results in a 4-Year Pilot Teacher Career Development Plan.

ED 333 022
Blueprint for Career Preparation. Update
ED 332 006
A Distance Education Approach to Continuing Legal Education in South Dakota Using Public Television Overnight Service.
ED 332 676
Drug-Free Schools: A National Challenge. Drug Testing.
ED 332 696
It Works! Idaho Division of Vocational-Technical Education Annual Report Fiscal Year 1990.
ED 332 029
Maine: Cooperation between the Division of Special Education and Division of Alcohol and Drug Education Services.
ED 332 386
Model State Efforts.
ED 332 783
The ROOTS Program: Rural Opportunities Offer Tomorrow's Success. Program Summary.
ED 332 842
Texas Master Teacher Examination. Symposium Presented at the Annual Conference of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
ED 333 019
Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
ED 333 003
Visions Of: Independence-Productivity-Integration for People with Developmental Disabilities. A Summary of Reports Prepared by State Developmental Disabilities Planning Councils. Executive Summary.
ED 332 442
Vocational Education and JTPA Delivery Systems Assisted under the Carl D. Perkins Vocational Education Act and Job Training Partnership Act.
ED 331 957

**State School District Relationship**
Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.
ED 332 315
Role Change in Britain's Chief Education Officer.
ED 332 358
Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.
ED 332 262

**State Standards**
Business Education Curriculum Standards K-12. Revised.
ED 332 049
Health Education Curriculum Standards K-12, Revised.
ED 332 998
Personnel Preparation in Early Childhood Special Education: A Southeastern Perspective.
ED 332 444
The Regents' Action Plan and Education of the Gifted. Revised.
ED 332 401
Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.
ED 332 262
Vocational Home Economics Education. Curriculum Standards K-12. Revised.
ED 332 050

**State Surveys**
An Analysis of Child Count Data and Personnel Needs in Special Education Programs in Alabama.
ED 332 477
Comparison of State Methods for Collecting, Aggregating, and Reporting State Average Daily Attendance (ADA) Totals to the National Center for Education Statistics.
ED 333 012
Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.
ED 332 381
A Survey of School Counselors of Early Adolescents in Utah.
ED 332 128

**State Universities**

Criteria for the Establishment of New Public Colleges and Universities. Report 6.
ED 332 627
Economics Program Review in the State University System of Florida.
ED 332 893
Instructional Locations away from the Main Campus, Fall 1990, State University of New York. Report Number 16-91.
ED 332 604
Review of Geography: State University System of Florida.
ED 332 894

**State University of New York**
Instructional Locations away from the Main Campus, Fall 1990, State University of New York. Report Number 16-91.
ED 332 604

**State University of New York Albany**
Dissertations 1979-1989: A Cumulative Bibliography of University at Albany Doctoral Dissertations.
ED 332 730

**State University of New York Coll at Buffalo**
A Profile of Undergraduate Educational Technology (In)Competence: Are We Preparing Today's Education Graduates for Teaching in the 1990's?
ED 332 985

**State University of New York Empire State Coll**
Golden Hill, Volume Four [Education Issue].
ED 331 967

**Statewide Planning**
The Basic Agenda: Policy Directions and Priorities for the Nineties.
ED 332 768
Challenge: 2000. Strategic Implementation of Georgia's Postsecondary Vocational Education System.
ED 331 998
Implementing Across-the-Board Vocational Student Organization Models. Final Report.
ED 331 972
Important Trends for California Community Colleges, 1991 Update. Based on Background Data.
ED 332 771
Master Plan for Texas Higher Education 1990.
ED 332 638
Missourians Prepared—Success for Every Student. Recommendations for Improving Missouri's Public Schools during the 1990s.
ED 332 306
Statewide VTAE Staff Training Needs Assessment. Final Report.
ED 331 961
Unified Budget Recommendations for Fiscal Year 1991-92. Alabama Commission on Higher Education
ED 332 605

**Statistical Analysis**
Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.
ED 332 710

**Statistical Data**
Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.
ED 332 710

**Statistical Distributions**
Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.
ED 333 029

**Statistical Significance**
The Place of Significance Testing in Contemporary Social Science.
ED 333 036

**Statistics**
Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.
ED 333 049

**Story Reading**
Considerations and Implications When Reading Stories to Young Deaf Children. Occasional Paper 133.
ED 332 441

ED 332 024

**Systematic Training for Effective Parenting**
The Parent's Handbook: Systematic Training for Effective Parenting. Third Edition.

ED 332 112

**Systems Analysis**
Online 1990.

ED 332 709

**Systems Approach**
Comprehensive Systems Approach for Improving Management Effectiveness of the Vocational and Technical Division of the Arkansas Department of Education. Final Report.

ED 331 999

**Taiwan**
The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.

ED 332 870

**Talent**
The Abilities of Gifted Children.

ED 332 398

Postsecondary Musical Independence and Related High School/College Experiences.

ED 332 449

**Teacher Administrator Relationship**
Alteration of Influence Relations in School-Based Management Innovations.

ED 332 352

The Modernization of a Rural School: A Leadership Research Study.

ED 332 837

The Mutual Empowerment of Teachers and Principals.

ED 332 377

Teachers and Principals: Gender Related Perceptions of Leadership and Power in Secondary Schools. Revised.

ED 332 364

**Teacher Attendance**
Videotaped Mathematics Instruction Used as a Resource in Compensating for Absence.

ED 332 876

**Teacher Attitudes**
Assessing the Impact of an Expanded Curriculum on Secondary Students and Teachers: Year Two.

ED 333 026

Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.

ED 333 086

Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.

ED 332 812

The Clash between Teachers' Personal Views of Student Writing and Views Imposed by the State.

ED 332 209

The Congruence between Industry Demand and Professional School Response in Architecture.

ED 332 597

Contrasts in Student and Faculty Perceptions of Student Writing Ability.

ED 332 192

Cooperative Learning and Teacher Beliefs about Pedagogy.

ED 332 979

Dynamics of the Induction Process for Beginning Vocational Teachers.

ED 332 041

English Language Adult Education Books: Their Value to Adult Educators. Technical Report Series. Technical Report No. 4.

ED 332 023

Faculty Priorities in Course Development.

ED 332 568

The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.

ED 332 608

The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.

ED 332 870

The Influence of Preservice Secondary Science

Teachers' Beliefs about Science and Pedagogy on Their Planning and Teaching.

ED 332 871

LEA–Language Experience Approach: Who Uses It?

ED 332 169

Maternal Depressive Symptomatology and Perceptions of Child Behaviour.

ED 332 814

Moral Choices/Moral Conflicts: Self-Perceptions of Schoolteachers.

ED 332 376

A National Survey of the Experiences of Beginning Vocational Teachers.

ED 332 040

A Profile of Users of a Level One Videodisc-Based Elementary School Science Program.

ED 332 869

Reading and Reporting on Books: Teacher Expectations and Student Outcomes.

ED 332 150

School Restructuring: A Case Study in Teacher Empowerment. NCEL Occasional Paper No. 4.

ED 332 342

Teachers' Conceptions of Mathematics and Mathematics Education. A Report from the Urban Mathematics Collaborataive Documentation Project.

ED 333 085

Teachers' Professional Development. Teachers in Society Series.

ED 332 970//

Teacher Values and Classroom Culture: Teaching and Learning in a Rural, White Head Start Program.

ED 332 798

Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.

ED 333 041

Tests in School–Seen through the Eyes of the Teachers.

ED 333 025

Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.

ED 332 483

Tracing the Effects of Reflective Classroom Practice.

ED 332 956

WAC and Engineering, or Why Engineers Can't Write.

ED 332 199

Working with Underprepared Students: Strategies from Faculty.

ED 332 746

**Teacher Behavior**
LEA–Language Experience Approach: Who Uses It?

ED 332 169

Metaphors We Teach By.

ED 332 191

The Power Game: Sexual Harassment on the College Campus.

ED 332 248

The Relationship between Children's Play Patterns and Types of Teacher Intervention.

ED 332 803

Responses to Cooperative Learning Processes among Elementary-Age Students.

ED 332 808

Structure and Freedom in Selected Pre-School Programs.

ED 332 795

The Use of Humor in the English as a Second Language Classroom.

ED 332 535

**Teacher Certification**
Development of the Texas Oral Proficiency Test (TOPT). Final Report.

ED 332 522

**Teacher Characteristics**
Australian Teachers' Careers. Teachers in Society.

ED 332 968//

Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.

ED 333 086

Fact Book, 1990-91.

ED 332 772

Who They Are–How We Teach. Early Adolescents and Their Teachers.

ED 332 993

**Teacher Competency Testing**
Scoring a Semi-Structured Interview for Assessment of Beginning Secondary Mathematics Teachers.

ED 333 009

**Teacher Education**
The CDCC Teacher Bursaries Scheme. European Teachers' Seminar on "Towards Intercultural Education: Training for Teachers of Gypsy Pupils" (Benidorm, Spain, June 9-13, 1989).

ED 332 836

Country Reports.

ED 332 920

Evaluating ITA Preparation Programs: Intensive versus Concurrent.

ED 332 502

It Works! Idaho Division of Vocational-Technical Education Annual Report Fiscal Year 1990.

ED 332 029

Music Experts' Views of an Ideal Curriculum. Elementary Subjects Center Series No. 28.

ED 332 897

Partnerships in Education.

ED 333 068

Personnel Preparation in Early Childhood Special Education: A Southeastern Perspective.

ED 332 444

Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.

ED 332 635//

A Profile of Secondary SED Classrooms in Virginia: Curriculum Development and Instructional Procedures.

ED 332 482

Subregional Seminar on Teaching Training in Environmental Education for Asia (Serdang, Selangor, Malaysia, November 15-22, 1987). Final Report.

ED 332 919

The Use of Structured Social Interaction with the Culture-General Assimilator To Increase Cognitive Problem Solving about Intercultural Interactions in an Ethnically Diverse Population.

ED 333 077

**Teacher Education Curriculum**
The Process and Product of Portfolio Construction.

ED 332 995

Teacher Education and the Role of External Actors: Four Case Studies.

ED 332 967

**Teacher Education Programs**
Developing Jointly Registered Teacher Education Programs To Increase Minority Baccalaureate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).

ED 332 991

**Teacher Effectiveness**
Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.

ED 332 305

A Comparison of Teacher Appraisal Systems: The Developmental Teacher Evaluation Kit and the Texas Teacher Appraisal System.

ED 332 333

Identifying and Modeling the Problem Situated Expertise of the Regular Class Teacher in the Instruction of At-Risk and Mildly Handicapped Students.

ED 332 455

A Short Guide to Instructional Techniques.

ED 332 753

Survey of First- and Third-Year Teachers and Their Supervisors, 1990.

ED 332 971

The Texas Teacher Appraisal System and Mastery Teaching: A Comparative Analysis.

ED 332 332

Training the Teacher as a Champion.

ED 332 952//

What Counts as Success? Perspectives from Practice and Research.

ED 332 868

Who They Are–How We Teach. Early Adolescents and Their Teachers.

ED 332 993

ED 331 996

Traumatic Brain Injury and Vocational Rehabilitation.

ED 332 478

**Vocational Rehabilitation**
Job Coaching Manual. Great Falls Transition Project.

ED 332 382

The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults. Final Report.

ED 332 456

Traumatic Brain Injury and Vocational Rehabilitation.

ED 332 478

Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide. Revised.

ED 332 404

**Vocational Schools**
Community Linkage Plan. Final Report.

ED 331 975

Middle Georgia Technical Institute. Area Vocational/Technical Training Needs Assessment.

ED 331 997

**Vocational Technical Adult Education Districts**
Statewide VTAE Staff Training Needs Assessment. Final Report.

ED 331 961

**Voice (Rhetoric)**
Voice and the Collaborative Essay.

ED 332 222

**Volleyball**
Volleyball Officiating: Overlapping and Ball Handling.

ED 332 989

**Volunteer Training**
Volunteer Evaluation System 1989-1990.

ED 332 019

**Volunteers**
Volunteer Evaluation System 1989-1990.

ED 332 019

**Voters**
Time of Voting Decision: Knowledge and Uncertainty.

ED 332 246

**Voting**
Faculty Representation Elections–1965-1990.

ED 332 624

Time of Voting Decision: Knowledge and Uncertainty.

ED 332 246

**VOXBOX**
An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.

ED 332 532

**Vulnerability**
The State of America's Children: 1991.

ED 332 797

**Vygotsky (Lev S)**
Revisioning Vygotsky.

ED 332 219

**Wadena Public School District MN**
Career Education. Wadena Public School System.

ED 332 021

**Wage Subsidies**
Youth Employment in American Industry.

ED 333 069

**Wages**
California Community College Job Placement Services Survey.

ED 332 764

**Wales**
Support for and Management of Information Technology in Schools.

ED 332 270

**Wallace (Henry)**
The Wallaces of Iowa.

ED 332 895

**Wang (Yani)**
Yani: The Brush of Innocence. Teacher's Activity Packet, Grades One through Five.

ED 332 925

**Washburn University of Topeka KS**
Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.

ED 332 626

**Washington**
Educational Choice in Washington State: A Case of Choice. CPRE Report Series TC-003.

ED 332 349

Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).

ED 332 301

**Washington (Wenatchee)**
Slammin' and Snortin': A Community Based Model of Intervention in Drug Cases.

ED 332 785

**Water Pollution**
Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.

ED 331 965

**Water Quality**
Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.

ED 331 965

**Welding**
Metal Trades Technology Curriculum.

ED 331 983

Welding Curriculum.

ED 331 982

**Welfare Services**
Case Management in Welfare and Medicaid Programs: An Annotated Bibliography.

ED 333 057

**Well Being**
The MBTI as a Predictor of Wellness Issues: Theirs and Ours.

ED 332 084

**West Georgia College**
A Handbook for Developing a Precollege Program and Involving College Students in a Community Service Project and a Report of the Precollegiate Enrichment Program, West Georgia College.

ED 332 646

**West Indies**
NAME Newsletter. Issues 1-7. 1987-1989.

ED 332 555

**West Virginia**
Teacher Strike in a Rural State: Ready for Reform.

ED 332 859

WVEA-AEL Site-Based Decisionmaking Casebook: A Joint Study.

ED 332 331

**Westmont College CA**
[Community Service Program, Westmont College.]

ED 332 645

**White House Conference Library Info Services**
Nashville '90: Annual Meeting of the White House Conference on Library and Information Services Taskforce (WHCLIST) (11th, Nashville, Tennessee, August 16-18, 1990). Final Conference Report.

ED 332 714

**White Students**
Teacher Values and Classroom Culture: Teaching and Learning in a Rural, White Head Start Program.

ED 332 798

**Whole Language Approach**
A Comparison of the Whole Language Philosophy of Instruction with the Basal Reading Program. Grades K-2.

ED 332 161

The Effect of Phonemic Awareness Ability and Reading Instructional Approach on First Grade Children's Acquisition of Spelling and Decoding Skills.

ED 332 160

Integrating Whole Language with a Sheltered En-

glish Curriculum: A Longitudinal Evaluation of At Risk Language Minority Students.

ED 332 520

A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.

ED 332 155

A Survey of More Authentic Assessment Practices.

ED 333 039

Tracing the Effects of Reflective Classroom Practice.

ED 332 956

Whole Language: A Framework for Thinking about Literacy Work with Adults.

ED 332 051

A Whole Language Approach to the Teaching of Bilingual Learners. Occasional Paper No. 15.

ED 332 500

**Wichita Public Schools KS**
Integrated Learning Systems: A School-Based Evaluation.

ED 332 327

**Wildlife Management**
Recoupe: Natural Resource Strategies for Rural Economic Development.

ED 332 838

**Winnipeg Bible College MB**
The Creation of a Strategic Planning Model for the Student Development Department at Winnipeg Bible College: Governance and Management.

ED 332 570

**Wisconsin**
Effects of Structural Change on Labor Supply in Wisconsin.

ED 331 963

**Women Administrators**
Joining the Old Boys Club? Women's Careers As School Principals in British Columbia, Canada, 1980 to 1990.

ED 332 371

Networking: How To Permeate the Glass Ceiling–Some Highlights from Recent Studies of Networking among Women.

ED 332 356

Teachers and Principals: Gender Related Perceptions of Leadership and Power in Secondary Schools. Revised.

ED 332 364

**Women Faculty**
Women in the Linguistics Profession: The Cornell Lectures. Conference on Women in Linguistics (Ithaca, New York, June 1989).

ED 332 504

**Womens Bureau**
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.

ED 332 910

**Womens Education**
Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).

ED 332 852

Towards a Feminist Pedagogy for the Sociology of Women's Education in Aotearoa, New Zealand: A Life History Approach.

ED 332 609

Women's Participation in Higher Education: Cross-National Trends, Antecedents, and Consequences.

ED 332 561

**Womens Studies**
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.

ED 332 910

**Work Attitudes**
Strategies for Developing the Affective Work Competencies of Marketing Education Students.

ED 332 036

**Work Environment**
AIDS/HIV Infection and the Workplace: NIDA Workgroup Report.

ED 332 101

Boundaries of Graduate Assistants: Bouncing off Boundaries.

# Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection .

Author————McKeachie, Wilbert J.

Title————Teaching Tips: A Guidebook for the Beginning College
Teacher, Eighth Edition.

ED 298 813————Accession Number

Performance Assessment: What's Out There and How Useful Is It Really?

ED 333 051

**Arthur, Linda L.**
Do or Die: Educational Pressure and Teenage Suicide in Japan.

ED 332 906

**Assar, Kathleen E.**
Dimensions of Diversity: The Fenway Middle College High School Comes to Bunker Hill Community College.

ED 332 747

**Auzmendi, Elena**
Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.

ED 333 049

**Babey, Evelyn R.**
The Classroom: Physical Environments That Enhance Teaching and Learning (An Investigation of the Teaching/Learning Environment at the University of California, Davis).

ED 332 618

**Bachman, Jerald G.**
Part-Time Work among High School Seniors: How Much Is Too Much?

ED 332 108

**Bailey, Carroll R., Jr.**
Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.

ED 332 483

**Baker, Eva L.**
Artificial Intelligence Measurement System, Overview and Lessons Learned. Final Project Report.

ED 332 677

**Baker, Judith A.**
Homophobia in Health Education: Implications for Practice.

ED 332 964

**Balajthy, Ernest**
A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.

ED 332 155

**Baldwin, Lionel V.**
Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.

ED 332 684

**Ball, Wesley A.**
Music: An Avenue for Cultural Literacy.

ED 332 799

**Ballinger, Charles**
Year-Round Education: Learning More for Less.

ED 332 274

**Banerji, Madhabi**
Predictive Properties of the Gesell School Readiness Screening Test within Samples from Two Treatment Contexts.

ED 333 007

**Banks, Debra L.**
The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.

ED 332 761

**Barker, Bruce O.**
Distance Learning Case Studies.

ED 332 661

K-12 Distance Education in the United States: Technology Strengths, Weaknesses, and Issues.

ED 332 687

**Barker, Gary**
Serving the Future: An Update on Adolescent Pregnancy Prevention Programs in Developing Countries.

ED 332 078

**Barmor, Carol**
Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.

ED 332 093

**Baron, Robert C., Ed.**

Soul of America: Documenting Our Past, 1492-1974.

ED 332 882

**Barrow, Clyde W.**
The Theory of Capitalist Regulation and the Development of American Higher Education.

ED 332 607

**Bars, Donald R.**
The Use of Evoked Potential Studies in the Identification of Explosive Adolescents.

ED 332 118

**Barton, David**
Researching Literacy in Industrialised Countries: Trends and Prospects. UIE Reports 2.

ED 332 045

**Barton, Paul E.**
Performance at the Top: From Elementary through Graduate School. Policy Information Report.

ED 333 052

**Barufaldi, James P.**
A Profile of Users of a Level One Videodisc-Based Elementary School Science Program.

ED 332 869

**Bates, A. W.**
Application of New Technologies (Including Computers) in Distance Education: Implications for the Training of Distance Educators.

ED 332 683

Third Generation Distance Education: The Challenge of New Technology.

ED 332 682

**Battistich, Victor**
A Longitudinal Study of Children's Social Adjustment during Elementary School.

ED 332 825

**Bazer, Gerald, Ed.**
Community College Exemplary Instructional Programs, Volume III.

ED 332 770

Community College Exemplary Instructional Programs, 1988-1989.

ED 332 769

**Beane, James A**
When the Kids Come First: Enhancing Self-Esteem.

ED 332 081

**Beare, Hedley**
Educational Administration in the 1990's. ACEA Monograph Series No. 6.

ED 332 273

**Beaver, John F.**
A Profile of Undergraduate Educational Technology (In)Competence: Are We Preparing Today's Education Graduates for Teaching in the 1990's?

ED 332 985

**Becker, James E.**
K-12 Foreign Language Software Products Bibliography.

ED 332 521

**Benton, Carol L.**
The Impulse toward Comedy in Margaret Atwood's Poetry.

ED 332 186

**Bercovitz, Laura**
Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.

ED 332 560

**Berg, M. J. M. van den**
Organizational Culture in Adult Basic Education in the Netherlands.

ED 332 039

**Berglund, Roberta L.**
Developing a Love of Reading: What Helps, What Hurts. Literacy Research Report No. 7.

ED 332 168

**Bermel, Albert**
Farce: A History from Aristophanes to Woody Allen.

ED 332 177//

**Berndt, Thomas J.**
How Friends Influence Adolescents' Adjustment to School.

ED 332 813

**Berry, David M.**
The Process and Product of Portfolio Construction.

ED 332 995

**Berry, R. Ladson**
"What Can We Do about Youth Suicide?"

ED 332 107

**Berton, F.**
Continuing Vocational Training in France. Review and Perspectives.

ED 331 955

**Berube, Barney**
Learning From a Distance: U-Maine & ESL Go Electronic.

ED 332 523

**Betancourt, Hector**
Examination of an Attribution-Emotion Model of Reactions to Violence in Children.

ED 332 821

**Bethel, Lowell J.**
The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.

ED 332 870

**Bhola, H. S.**
The Botswana National Literacy Program: Case Materials on Policy and Performance.

ED 332 144

Organizing Adult Education for All.

ED 332 043

**Biggs, Shirley A.**
Reading To Achieve: Strategies for Adult/College Learners.

ED 332 148

**Bishop, Clifford M.**
International Terrorism: A Guide to United States Government Documents.

ED 332 667

**Bitney, JoAnn P.**
Leave None Behind–Youth-at-Risk Age 9-15. Monograph Series Vol. 1, No. 8.

ED 331 953

**Bjork, Ulf Jonas**
American Media Domination and Audience Preference: A 60-Year Perspective.

ED 332 252

**Blackburn, Mary Ellen**
Georgia 4-H Consumer Judging.

ED 332 031

**Blood, R. Warwick**
Media Agenda-Setting Theory: Points of Departure.

ED 332 245

Time of Voting Decision: Knowledge and Uncertainty.

ED 332 246

**Bobbett, Gordon C.**
Postsecondary Musical Independence and Related High School/College Experiences.

ED 332 449

**Boccia, Judith A.**
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching. Part II, Elementary Teachers.

ED 332 982

**Boggess, Patricia A.**
Slammin' and Snortin': A Community Based Model of Intervention in Drug Cases.

ED 332 785

**Bogie, Donald W.**
An Analysis of Child Count Data and Personnel Needs in Special Education Programs in Alabama.

ED 332 477

**Boles, Katherine C.**
School Restructuring: A Case Study in Teacher Empowerment. NCEL Occasional Paper No. 4.

ED 332 342

**Bolman, Lee G.**
Images of Leadership. NCEL Occasional Paper No. 7.

ED 332 345

Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1

ED 332 339

**Borg, Walter R.**
Educational Research. A Guide for Preparing a Thesis or Dissertation Proposal in Education. Fifth Edition.

ED 332 953//

**Bornfield, Gail**
Training Personnel for Children Affected by Alcohol or Drugs.

ED 332 487

**BouJaoude, Saouma B.**
The Relationship between Students' Approaches to Studying, Formal Reasoning Ability, Prior Knowledge, and Gender and Their Achievement in Chemistry.

ED 332 877

**Bounds, Betsy**
Evaluation of the Cross Categorical Service Delivery Model: Is the Regular Education Initiative Working?

ED 332 479

**Bradley, Raymond T.**
The Effects of Number of Score Groups and Score Group Size on the Mantel-Haenszel Alpha.

ED 333 038

**Bragg, Debra D.**
Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.

ED 332 741

**Brand, Alice, Comp.**
Notes from beyond the Cognitive Domain.

ED 332 221

**Brand, Betsy**
Preparing Students for Leadership in Tomorrow's Work.

ED 331 952

**Braun, Connie, Comp.**
Bibliography of Rural Education in Canada. A Document Produced for the Conference: Prairie Forum on Rural Education (Brandon, Manitoba, Canada, November 8-9, 1990).

ED 332 846

**Brendtro, Larry K.**
Reclaiming Youth At Risk. Our Hope for the Future.

ED 332 292//

**Bresnan, John**
Approaches to Teaching about Southeast Asia in a World Cultures Social Studies Curriculum. A Guide for Teachers.

ED 332 944

**Brickhouse, Nancy W.**
What Counts as Success? Perspectives from Practice and Research.

ED 332 868

**Brickle, Woodrow, II**
Improving the Problem Solving Skills of At-Risk High School Mathematics Students through Cooperative Work Groups and Computer-Assisted Instruction.

ED 332 874

**Brinckerhoff, Loring C.**
Implementing Regional Consortia for Postsecondary Learning Disability Personnel. Special Education Center Publication Series, Document Number LDC 20.

ED 332 396

**Brock, Barbara, Ed.**
Guide to Corporate Support. Volume 1: Program Descriptions; Volume 2: Indexes. 1991 Edition. Education Interface Series.

ED 332 287//

**Brody, Celeste M.**
Cooperative Learning and Teacher Beliefs about Pedagogy.

ED 332 979

**Brolhier, Mary**
Student Responses to Computers: A Longitudinal Study.

ED 332 250

**Brown, Alan**
Support for and Management of Information Technology in Schools.

ED 332 270

**Brown, Barry S.**
Youth at High Risk for Substance Abuse. Proceedings of a Technical Review on "Special Youth Populations–What Etiology Suggests about Prevention and Treatment Programming" (Rockville, Maryland, July 16-17, 1986).

ED 332 096

**Brown, James M.**
Intrinsic Motivation Factors To Enhance the Retention of Vocational Special Needs Learners in Postsecondary Vocational Education Programs.

ED 331 995

**Brown, Wesley**
Early Intervention Regulation: Annotation and Analysis of Part H.

ED 332 450

**Brownlee, Geraldine D.**
An Evaluation of Alternative Programs for High School Truants. Summary.

ED 332 266

**Bruce, Ray E., Comp.**
Readings in Educational Supervision, Volume 2.

ED 332 259

**Bruce, Ray E., Ed.**
Readings in Educational Supervision from "Educational Leadership."

ED 332 258

**Bruno, Elsie M.**
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.

ED 332 734

**Bryce, Marvin**
Why Mental Health Centers Should Not Do Home-Based Family Centered Services.

ED 332 089

**Builder, Philip**
Exploring Reading: Empowering Readers with Special Needs.

ED 332 156//

**Bunda, Mary Anne**
Faculty Priorities in Course Development.

ED 332 568

**Bundschuh, Ernest**
Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.

ED 332 381

**Burns, Elizabeth M.**
Draft Model Curriculum in Nursing Education for Alcohol and Other Drug Abuse.

ED 332 572

**Burns, Gary**
Popular Music, Television, and Generational Identity.

ED 332 232

**Burrows, Janice H.**
Minority Recruitment and Retention in ARL Libraries. SPEC Kit 167.

ED 332 717

**Burton, Lucy G.**
Change Impact–Building a Rural Telecommunications Network.

ED 332 013

**Burton, Nanette D.**
Entering Adulthood: Understanding Depression and Suicide. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 071

**Butler, E. Dean**
Fall 1989 Learning Environments in Tennessee Schools. Executive Summary.

ED 332 295

The PATS Project: A State of Tennessee School Reform Initiative.

ED 332 294

**Butler, Frances A.**
Artificial Intelligence Measurement System, Overview and Lessons Learned. Final Project Report.

ED 332 677

**Butterworth, George**
Evidence for the "Geometric" Comprehension of Manual Pointing.

ED 332 815

Infant Pointing: Prelinguistic Reference and Co-Reference.

ED 332 824

**Buzash, Michael D.**
Jacques Prevert: "Modernism"–Conception and Perception of His Contemporary Society through His Poetry.

ED 332 178

**Byock, Gayle**
The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.

ED 332 761

**Caetano, Anthony P., Ed.**
Ten Step Guide for Comprehensive Educational Assessment of Students with Visual Impairments.

ED 332 472

**Cahape, Patricia**
Briefs for Parents in Ready-to-Copy Form (English Version).

ED 332 861

**Cain, Mary Ann**
Researching Language Practices in Other Disciplines: Seeing Ourselves as "Other."

ED 332 181

**Cairney, Trevor H.**
Talking to Literacy Learners: A Parent Education Project.

ED 332 158

**Calhoun, Mary Lynne**
Charlotte Circle Project 1985-1988. Final Report.

ED 332 385

**Cameron, Beverly**
Personal Growth as a Faculty Goal for Students. Accent on Improving College Teaching and Learning.

ED 332 616

**Camp, William G.**
Dynamics of the Induction Process for Beginning Vocational Teachers.

ED 332 041

A National Survey of the Experiences of Beginning Vocational Teachers.

ED 332 040

**Campbell, Kermit E.**
"Bad English" and "Slang": Students' Perceptions of Dialect in Writing.

ED 332 218

**Cannon, Delinda T.**
Institutional Improvement: Making Assessment Work for You.

ED 332 759

**Capps, Douglas**
Revisioning Vygotsky.

ED 332 219

**Capps, Joan**
Understanding Scientific Ideas: An Honors Course.

ED 332 748

**Cardenas, Karen Hardy**
Beyond Drill and Filler: The Computer/Composition Connection.

ED 332 537

Publication Outlets in Foreign Languages and Literatures.

ED 332 544

**Cardozier, V. R.**
Comparative Higher Education: Bibliography

ED 332 634

**Carey, Karen W.**
[Appalachian College Assessment Consortium Project.]

ED 332 649

**Carspecken, Phil**
Beyond "Push" and "Pull" Explanations, Asian-Indian Graduate Students in the United States.

ED 332 888

**Cartagena, Juan**

English Only JAMAS.
ED 332 498

**Carter, Edith H., Ed.**
Community College Journal for Research and
Planning, Volume VII, Numbers 1 and 2.
ED 332 733

**Caruso, Grace-Ann L.**
The Ecology of Child Care: The Relationship of
Parent-Caregiver Support and Child Care Quality
to Toddler Behavior.
ED 332 823

**Catron, Thomas F.**
Children's and Mother's Judgments about the Ac-
ceptable Use of Corporal Punishment.
ED 332 829

**Center, David B.**
A Search for Variables Affecting Under-Identifi-
cation of Students with Behavioral Disorders: II.
ED 332 435

**Cepeda, Rita**
Flexible Calendar: Evaluation and Title 5 Revi-
sions.
ED 332 767

**Chadley, Otis A., Comp.**
Dissertations 1979-1989: A Cumulative Bibliog-
raphy of University at Albany Doctoral Disserta-
tions.
ED 332 730

**Chambliss, Catherine**
Effects of Maternal Employment on Perceived
Parental Sex-Role Characteristics.
ED 332 113

**Chance, Edward W.**
Perceptions of BIA and Contract School Princi-
pals Towards Building Level Administrative/
Leadership Roles: Implications for At-Risk Na-
tive American Students.
ED 332 850

**Chapman, Patrick**
Survey of First- and Third-Year Teachers and
Their Supervisors, 1990.
ED 332 971

**Chen, Tsuey-Hwa**
Parameter Invariance in the Rasch Model.
ED 333 043

**Cheney, Carl D.**
Factors Predisposing Drug Abuse.
ED 332 072

**Chou, Tungshan**
A Freshman Admissions Prediction Equation: An
Evaluation and Recommendation.
ED 333 018

**Christensen, Douglas D.**
Student Activities: Education or Recreation?
ED 332 263

**Cioci, Madalyn**
Teachers and Principals: Gender Related Percep-
tions of Leadership and Power in Secondary
Schools. Revised.
ED 332 364

**Cizek, Gregory J.**
The Effect of Altering the Position of Options in
a Multiple-Choice Examination.
ED 333 024

**Clagett, Craig A.**
Institutional Research: The Key to Successful En-
rollment Management.
ED 332 745

**Clark, Richard C.**
Model Learner Outcomes for Science Education.
ED 332 872

**Clark, Wilma**
Reading Comprehension in ESL: A Selected, An-
notated Bibliography.
ED 332 496

**Clegg, Ambrose A.**
Increasing Academic Standards and Their Impact
upon Minority Transfer Students from Commu-
nity Colleges: A Case Study.
ED 332 738

**Clifford, Richard M.**
Reconceptualization of Financing under P.L.
99-457, Part H.

ED 332 454

**Cobb, Hazel B.**
What Special Education Teachers Want To Know
about AIDS.
ED 332 445

**Cobb, R. Brian**
Assessment of Students with Handicaps in Voca-
tional Education: A Curriculum-Based Approach
1, 2. Trainer's Manual.
ED 331 996

**Cochran, Kendall P.**
Compendium of English Language Course Syllabi
and Textbooks in Health Economics.
ED 332 918

**Cochrane, Susan Hill**
Household Consequences of High Fertility in Pa-
kistan. World Bank Discussion Paper Series No.
111.
ED 332 913

**Cohen, Allan S.**
Effects of Linking Methods on Detection of DIF.
ED 333 050

**Cohen, Michele**
Interaction in High-Risk Dyads: Maternal Affect
and Child Synchrony.
ED 332 473

**Cole, Andra L.**
Relationships in the Workplace: Doing What
Comes Naturally?
ED 333 001

**Cole, Claire G.**
Guidance in Middle Level Schools: Everyone's
Responsibility. Revised Edition.
ED 332 077

**Cole, SuzAnne C.**
Write Where You Are: The Off-Campus Compo-
sition Course.
ED 332 183

**Coleman, Peter**
Joining the Old Boys Club? Women's Careers As
School Principals in British Columbia, Canada,
1980 to 1990.
ED 332 371

**Coley, Richard J.**
Performance at the Top: From Elementary
through Graduate School. Policy Information Re-
port.
ED 333 052

**Collerson, John**
Grammar Part 2. PEN 78.
ED 332 180

**Coney, Freeman, III**
Promoting School Improvement Practices: Devel-
oping Quality Effective School Assessment Indi-
cators.
ED 332 336

**Connell, Michael L.**
Developing a Pedagogically Useful Content
Knowledge in Elementary Mathematics.
ED 332 875

**Connor, Leslie S.**
Alcohol Problems Prevention/Intervention Pro-
grams: Guidelines for College Campuses. Re-
vised.
ED 332 593

**Cook, Lauraine**
Comprehensive Planning Resource Document,
1990-91, for the Kern Community College Dis-
trict.
ED 332 774

**Cook, Nancy R.**
Evaluation and Validation: A Look at the Pro-
gram Effectiveness Panel.
ED 333 045

**Cope, Victoria G. W.**
An Application of Schema Theory and Metacog-
nitive Strategies in Teaching EFL and ESL Read-
ing: An Annotated Bibliography.
ED 332 495

**Corthell, David W., Ed.**
Traumatic Brain Injury and Vocational Rehabili-
tation.
ED 332 478

**Cosden, Merith**
Social Skills instruction in Elementary and Sec-
ondary Education: Factors Effecting Curriculum
Implementation.
ED 332 361

**Costa, Arthur L., Ed.**
Developing Minds: A Resource Book for Teach-
ing Thinking. Revised Edition, Volume 1.
ED 332 166
Developing Minds: Programs for Teaching Think-
ing. Revised Edition, Volume 2.
ED 332 167

**Costello, Nancy A.**
Toward Balance in Translation.
ED 332 519

**Coulson-Thomas, Colin J.**
Human Resource Development for International
Operation.
ED 332 044

**Cowell, Karol**
The Use of Music and Its Effects on the Behavior
and Academic Performance of Special Students:
A Review of the Literature.
ED 332 447

**Cox, Donald Lee**
A Comparative Analysis of Methods Used in
Preparation for Occupational Testing.
ED 332 014

**Cox, James C., Ed.**
Proceedings of a Symposium on Year-Round
School. A Training Event (Tampa, Florida, No-
vember 8-9, 1990).
ED 332 843

**Cox, John**
The Modernization of a Rural School: A Leader-
ship Research Study.
ED 332 837

**Cox, Robert**
Parents' Reports of Students' Involvement with
Vocational Rehabilitation Agencies in the First
Years after Secondary School. A Report from the
National Longitudinal Transition Study of Special
Education Students.
ED 332 429

**Coxe, Sean**
Cultural Considerations in the ESL Curriculum:
A Selected, Annotated Bibliography.
ED 332 497

**Coxwell, Deborah L.**
The Clash between Teachers' Personal Views of
Student Writing and Views Imposed by the State.
ED 332 209

**Crabtree, Robert D.**
Special Considerations in Historical Research of
Leisure of Ancient Societies.
ED 332 962

**Craig, Patricia D.**
Computer-Assisted Instruction in Treble Clef
Note Reading for Gifted, Primary Students.
ED 332 399

**Crawford, Patricia**
Student Perceptions of the Role of the Reader
Project. Role of the Reader 1989. Research Re-
port.
ED 332 146

**Crisci, Pat E.**
A Teacher Appraisal System for the Development
of Shared Instructional Leadership and Effective
Classroom Instruction.
ED 332 366

**Crow, Nedra A.**
Personal Perspectives on Classroom Manage-
ment.
ED 332 959

**Crowley, Susan L.**
Evaluating the Replicability of Multivariate As-
sessment and Evaluation Results: A Review of
Various Applications of the Cross-Validation
Logic.
ED 333 017

**Cullum, Charles**
Collaborative Learning, Phase Two: Experimental
Research.
ED 332 216

ED 332 961

**Garcia, Teresa**
Student Motivation and Self-Regulated Learning: A LISREL Model.

ED 333 006

**Gardner, Davis L., Ed.**
Developing Leadership in Geriatric Education: An Annual Faculty Institute. Proceedings of the Summer Geriatric Institute (4th, Lexington, Kentucky, July 24-27, 1989).

ED 332 064

**Garofalo, Carol**
LEA–Language Experience Approach: Who Uses It?

ED 332 169

**Garrett, Bill**
A Short Guide to the Writing of Instructional Objectives.

ED 332 757

**Gebhard, Jerry G., Comp.**
ESL/EFL Methodology: Topical, Annotated Bibliographies. Volume 1.

ED 332 491

**Geer, Susan Fellerman**
Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.

ED 332 141

**Geisert, Gene**
Learning Styles and Computers.

ED 332 268

**Genthon, Michele**
What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.

ED 332 614

**Gest, Scott**
Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.

ED 332 822

**Giarratano, Susan**
Entering Adulthood: Examining Drugs and Risks. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 070

Into Adolescence: Avoiding Drugs. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 067

**Gibson, Gwendolyn D.**
Chicago Public High Schools' Improvement Plans: Improving Students' Learning.

ED 332 372

**Gibson, Robert**
Students Who Create Jobs.

ED 332 849

**Giesecke, Joan, Ed.**
Academic Libraries: Reaching Up and Stretching Out. Proceedings of the Spring Meeting of the Nebraska Library Association, College and University Section (Crete, Nebraska, May 25, 1990).

ED 332 703

**Gillespie-Silver, Patricia**
Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.

ED 332 475

**Gilson, Joan Tedrow**
Values Education in College and Universities: An Overview of Collaborative Projects between Student Affairs and Academic Affairs.

ED 332 231

**Giuliano, Frank J.**
The Relationship between Students' Approaches to Studying, Formal Reasoning Ability, Prior Knowledge, and Gender and Their Achievement in Chemistry.

ED 332 877

**Gleason, Deborah J., Ed.**
Ten Step Guide for Comprehensive Educational Assessment of Students with Visual Impairments.

ED 332 472

**Gleaves, Edwin S., Ed.**

Nashville '90: Annual Meeting of the White House Conference on Library and Information Services Taskforce (WHCLIST) (11th, Nashville, Tennessee, August 16-18, 1990). Final Conference Report.

ED 332 714

**Glines, Don**
Imagineering: Key to Educational Futures.

ED 332 310

**Gluck, Carol**
Japan in a World Cultures Social Social Studies Curriculum: A Guide for Teachers.

ED 332 937

**Goddard, H. Wallace**
A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.

ED 332 787

**Goldenberg, Paula C.**
Interagency Collaboration: An Annotated Bibliography for Programs Serving Children with Emotional Disabilities and Their Families. Therapeutic Case Advocacy Project.

ED 332 417

**Goldman, Paul**
Administrative Facilitation and Site-Based School Reform Projects.

ED 332 334

**Goldstein, Bruce A.**
Legal Rights of Persons with Disabilities: An Analysis of Federal Law.

ED 332 453

**Goldstein, Morris**
Online 1990.

ED 332 709

**Gonzalez-Santin, Edwin, Comp.**
Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.

ED 332 835

**Goodman, Gay**
Instructor's Manual with Test Items for Myron H. Dembo's Applying Educational Psychology in the Classroom. Fourth Edition.

ED 332 999//

**Goodwin, Marjorie Harness**
He-Said-She-Said: Talk as Social Organization among Black Children.

ED 333 065//

**Goor, Mark**
Humor in the Classroom: Options for Enhancing Learning.

ED 332 090

**Gordon, William M.**
Home Schooling.

ED 332 291

**Goss, Barbara**
The Parent/Student Study Skills Connection.

ED 332 053

**Gottlieb, Stephen S.**
Educating the Consumer about Advertising: Some Issues. ERIC Digest.

ED 332 255

**Grace, Nancy M.**
What Our Students Like To Write and Why: Exploring the Creative and the Personal.

ED 332 189

**Grady, Michael**
Black Male Achievement: From Peril to Promise. Report of the Superintendent's Advisory Committee on Black Male Achievement.

ED 333 054

**Graham-Bermann, Sandy**
Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.

ED 332 822

**Graham, Jacqueline G.**
An Application of Schema Theory and Metacognitive Strategies in Teaching EFL and ESL Reading: An Annotated Bibliography.

ED 332 495

**Graham, Lorraine**
Anatomy of a Learning Assistance Centre.

ED 332 375

**Graham, Marilyn Troth**
A Profile of Secondary SED Classrooms in Virginia: Curriculum Development and Instructional Procedures.

ED 332 482

**Granger, Daniel, Ed.**
Golden Hill, Volume Four [Education Issue].

ED 331 967

**Graves, Dick, Comp.**
Notes from beyond the Cognitive Domain.

ED 332 221

**Graves, Pirkko L.**
Psychological Predictors of Mortality: Evidence from a 41-Year Prospective Study.

ED 332 129

**Grayson, Joann, Ed.**
Family Resource Centers: A Way To Grow.

ED 332 394

Foster Care and Adoption of Handicapped Children.

ED 332 392

Sexually Victimized Boys.

ED 332 393

**Grebner, Florence D.**
Are We a Profession? An Emerging Profession?

ED 332 954

**Green, Kathy E.**
Component Identification and Item Difficulty of Raven's Matrices Items.

ED 333 016

**Greenberger, Ellen**
Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.

ED 332 812

**Greenfield, William D.**
Rationale and Methods To Articulate Ethics and Administrator Training.

ED 332 379

Toward a Theory of School Leadership.

ED 332 378

**Greenstein, Robert**
Unchanged Priorities: The Fiscal Year 1992 Bush Budget.

ED 333 071

**Greer, Harvey**
A Middle School Activities Program That Works.

ED 332 965

**Griffin, Abbey**
Gallaudet University Child Development Center's Model Integration Program.

ED 332 437

**Griffith, Jeff, Ed.**
The American Constitutional Bicentennial Gazette, Issue Nos. 26-30.

ED 332 901

**Griffith, Kevin**
Readers, Writers, Teachers: The Process of Pedagogy.

ED 332 206

**Griffith, Priscilla L.**
The Effect of Phonemic Awareness Ability and Reading Instructional Approach on First Grade Children's Acquisition of Spelling and Decoding Skills.

ED 332 160

**Grimsley, Edith E., Comp.**
Readings in Educational Supervision, Volume 2.

ED 332 259

**Grimsley, Edith E., Ed.**
Readings in Educational Supervision from "Educational Leadership."

ED 332 258

**Gritzner, Charles**
By the Numbers: Population Studies and the Curriculum.

ED 332 908

**Groff, Gerry**
English as a Second Language: Tutor Training Workshop Guide and Tutor Handbook.

ED 332 554

Australian Teachers' Careers. Teachers in Society.

ED 332 968//

**Madsen, Anne L.**
A New Professional Role for Junior High School Science and Mathematics Teachers.

ED 332 960

**Magliocca, Larry A.**
Identifying and Modeling the Problem Situated Expertise of the Regular Class Teacher in the Instruction of At-Risk and Mildly Handicapped Students.

ED 332 455

**Magne, Olof**
Dysmathematics: Facts and Theories Concerning Mathematics Learning for Handicapped Pupils. Education and Psychological Interactions, No. 106.

ED 332 431

**Mahala, Daniel**
Empowerment/Being All That You Can Be: An Experiment towards a Multiculturalist Practice.

ED 332 182

**Mallak, Joan E.**
A Comparison of the Whole Language Philosophy of Instruction with the Basal Reading Program. Grades K-2.

ED 332 161

**Mandel, Scott**
Responses to Cooperative Learning Processes among Elementary-Age Students.

ED 332 808

**Mansfield, Wendy**
College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.

ED 332 630

**Marchant, Gregory J.**
Small Group Goal Structures and College Student Interactions.

ED 332 966

**Marlow, Christine**
Teaching Research Methods through Writing.

ED 332 851

**Marso, Ronald N.**
Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.

ED 333 041

**Martin, Larry**
An Analysis of Child Count Data and Personnel Needs in Special Education Programs in Alabama.

ED 332 477

**Martin, Oneida L.**
The College Milieu for the 1990s: Increasing Black Student Retention Rates on White Campuses.

ED 333 091

**Martin, Roberta, Ed.**
China in a World Cultures Social Studies Curriculum: A Guide for Teachers.

ED 332 939

Contemporary Japan: A Teaching Workbook. Third Edition Revised.

ED 332 932

Elementary Level Resources on China.

ED 332 940

Elementary Level Resources on Japan.

ED 332 938

**Marx, Michael Steven**
Writing Abilities, Writing Attitudes, and the Teaching of Writing.

ED 332 215

**Maschler, Toni**
Turning the Kaleidoscope: Poetry in the E.S.L. Classroom.

ED 332 534

**Masemann, Vandra L.**
Implementing Race and Ethnocultural Equity Policy in Ontario School Boards.

ED 333 066

**Mason, James L.**
Issues in Culturally Competent Service Delivery: An Annotated Bibliography. Minority Cultural

Initiative Project.

ED 332 424

The Multnomah County CAPS Project: An Effort To Coordinate Service Delivery for Children and Youth Considered Seriously Emotionally Disturbed. A Process Evaluation. Therapeutic Case Advocacy Project.

ED 332 416

Therapeutic Case Advocacy Trainers' Guide: A Format for Training Direct Service Staff and Administrators. Therapeutic Case Advocacy Project.

ED 332 420

Therapeutic Case Advocacy Workers' Handbook. Therapeutic Case Advocacy Project.

ED 332 419

**Mason, Susan A.**
Pragmatic Humanism in the Workplace: Reaching the Troubled Employee via the Constructive Confrontation Strategy.

ED 332 247

**Masters, John C.**
Children's and Mother's Judgments about the Acceptable Use of Corporal Punishment.

ED 332 829

**Matthias, Mary**
Proposals Relating to Increasing Housing Opportunities for Homeless Persons. Discussion Paper 91-1.

ED 332 133

**Mattsson, Hans**
Tests in School–Seen through the Eyes of the Teachers.

ED 333 025

**Matusov, Eugene L.**
Types of Preschoolers' Verbal Thinking: Judgement of Fundamental Physical Laws.

ED 332 820

**Mauk, Gary W.**
Adolescent Suicide Postvention in Schools: Managing Grief of Peer Survivors.

ED 332 127

A Survey of School Counselors of Early Adolescents in Utah.

ED 332 128

**Maurais, Jacques**
Some Aspects of Language Planning in Quebec and in Finland. Discussion Papers in Geolinguistics, 17.

ED 332 531

**Mawhinney, Hanne B.**
Educational Expenditure Patterns in a Region of Ontario: 1980-1988.

ED 332 321

**May, Carolyn S.**
Integrated Learning Systems: A School-Based Evaluation.

ED 332 327

**May, Wanda T.**
Music Experts' Views of an Ideal Curriculum. Elementary Subjects Center Series No. 28.

ED 332 897

**McCamus, David R.**
To Be Our Best: Learning for the Future.

ED 332 324//

**McCarthy, Lucille**
Multiple Realities and Multiple Voices in Ethnographic Texts.

ED 332 210

**McConnell, Annette Weiss, Ed.**
A Bill of Rights K-12 Resource Packet.

ED 332 905

**McConnell, James A., Ed.**
A Bill of Rights K-12 Resource Packet.

ED 332 905

**McCormick, Kathaleen**
A Director's Handbook for Parental Involvement. Chapter I.

ED 332 955

**McEwin, C. Kenneth**
Who They Are–How We Teach. Early Adolescents and Their Teachers.

ED 332 993

**McGhee, James D.**
A Dream Denied: The Black Family in the Eight-

ies.

ED 333 084

**McIntyre, Thomas**
The Use of Music and Its Effects on the Behavior and Academic Performance of Special Students: A Review of the Literature.

ED 332 447

**McKay, Gary D.**
The Parent's Handbook: Systematic Training for Effective Parenting. Third Edition.

ED 332 112

**McKenna, Patricia, Comp.**
Laws Affecting Children with Special Needs: Selected Federal Statutes and Regulations.

ED 332 451

**McKenzie, Phillip, Ed.**
Australian Teachers' Careers. Teachers in Society.

ED 332 968//

**McKerrow, K. Kelly**
Two Pieces of Wood: Symbols of Control.

ED 332 368

**McLaughlin, Peter J.**
Mentally Tough: The Power To Do Your Best.

ED 332 115

**McLean, Gary N.**
Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.

ED 331 966

**McMinn, Kay L.**
Kearney State College Drug-Free Campus Program.

ED 332 592

**McNelis, Mary J.**
Assessing the Impact of an Expanded Curriculum on Secondary Students and Teachers: Year Two.

ED 333 026

**McWhinnie, Harold J.**
Use of IBM Infowindows Workstation for Aesthetic Preference Studies Two.

ED 332 666

**Mehrens, William A.**
Using Performance Assessment for Accountability Purposes: Some Problems.

ED 333 008

**Mei, Dolores**
The Young Diplomats Program 1983-84/1988-89. OREA Report.

ED 332 948

**Melbourne, Jane**
Portfolio Assessment Group Responses and Academic Dialogue: Empowering Change in Writing Programs. Panel Papers.

ED 332 174

**Mellander, Gustavo A., Ed.**
The Diversity Challenge: A Collection of Model Programs.

ED 332 762

**Menon, Sarath**
Beyond "Push" and "Pull" Explanations, Asian-Indian Graduate Students in the United States.

ED 332 888

**Merrifield, Juliet**
A Foot in the Door: Rural Communities Involved in Educational Change.

ED 332 841

**Merz, Robert**
University of Northern Colorado Drug and Alcohol Policy [and] Drug Prevention/Education Program at UNC [and] University of Northern Colorado Alcohol Use Survey.

ED 332 575

**Mesa-Johnson, Delcine**
The Modernization of a Rural School: A Leadership Research Study.

ED 332 837

**Meyer, Earl C.**
Strategies for Developing the Affective Work Competencies of Marketing Education Students.

ED 332 036

**Meyer, Luanna H.**

**Nixon, Regina**
Youth Employment in American Industry.
ED 333 069

**Noel, Karen**
A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.
ED 332 760

**Nordlund, Joan**
How Does Training Affect Teachers?
ED 332 552

**Norman, Loretta, Ed.**
Glossary of Acronyms, Laws, and Terms for Parents Whose Children Have Emotional Handicaps. Families as Allies Project. Second Edition.
ED 332 413

**Norton, Lee**
The Status of Correctional Education in the United States. A Report of the 1987 Annual Survey of State Directors of Correctional Education.
ED 332 034

**Norton, Mary**
Whole Language: A Framework for Thinking about Literacy Work with Adults.
ED 332 051

**Nucho, Leslie Schmida, Ed.**
Arab World Almanac. Volume 1, Numbers 1-3, 1989-90.
ED 332 942

**Nussbaum, Michael**
School Restructuring in California. The 1991-92 Budget; Perspectives and Issues. Reprint.
ED 332 299

**Nwanko, R. Nwafo**
Communication and Social Values in Cross Cultural Adjustment: Conceptual Background and Some Propositions.
ED 332 239

**Nyquist, Jody D., Ed.**
Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.
ED 332 635//

**O'Brien, Leigh M.**
Teacher Values and Classroom Culture: Teaching and Learning in a Rural, White Head Start Program.
ED 332 798

**O'Hare, William P.**
America in the 21st Century: Social and Economic Support Systems.
ED 332 898

**O'Malley, Claire E.**
Helping Users Help Themselves.
ED 332 660

**O'Neil, John**
Civic Education.
ED 332 909

**O'Neil, Robin**
Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.
ED 332 812

**Oberlander, June R.**
Slow and Steady, Get Me Ready. A Parents' Handbook for Children from Birth to Age 5.
ED 332 802

**Oduaran, Akpovire**
The Computer Revolution and Adult Education. Growth Prospects in Africa.
ED 331 951

**Olson, Jeffery E.**
Economic Values Implicit in the Social Construction of American Universities.
ED 332 632

**Onwumechili, Chuka**
Communication and Social Values in Cross Cultural Adjustment: Conceptual Background and Some Propositions.
ED 332 239

**Oppelt, Shirley**
Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.

ED 332 164

**Orr, Susan**
The Houston Chronicle: Your ESL Source. A Source Guide for Adults Learning English as a Second Language.
ED 332 553//

**Ostertag, Vesna**
A Model for Strategic Planning for a Community College Threatened by the Changes in the Military Environment.
ED 332 775

**Ovando, Martha N.**
Competency Based Individualized Learning Modules: An Approach to Differentiated In-Service Education.
ED 332 776

**Papalewis, Rosemary**
Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress.
ED 333 094

**Parent, Roger**
Techniques de Theatre Integrees a l'Enseignement du Francais 1989 = Theatre Techniques Integrated into the Teaching of French, 1989.
ED 332 233

**Parker, Donn B.**
Computer Crime: Criminal Justice Resource Manual (Second Edition).
ED 332 671

**Patrick, John J.**
How To Teach the Bill of Rights.
ED 332 928
Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.
ED 332 930
Teaching the Responsibilities of Citizenship. ERIC Digest.
ED 332 929

**Paulson, Pearl R.**
Strategies for Maintaining a Support Group.
ED 332 391

**Payne, Kay**
The Power Game: Sexual Harassment on the College Campus.
ED 332 248

**Peach, Walter**
The CO-CEP Initiative: The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents.
ED 332 486

**Peca, Kathy**
The Effects of Applying Alternative Research Methods to Educational Administration Theory and Practice.
ED 332 337

**Peck, Donald M.**
Developing a Pedagogically Useful Content Knowledge in Elementary Mathematics.
ED 332 875

**Pedalino, Marilyn**
The New England Student Loan Survey II. Final Report.
ED 332 599

**Pederson, David R.**
Maternal Emotional Responses to Preterm Birth.
ED 332 804

**Penchansky, Mimi B., Comp.**
Collection Development: Survival Tactics in an Age of Less. An Annotated Selective Bibliography on the Theme of the 1991 LACUNY Institute.
ED 332 720

**Pendarvis, Edwina D.**
The Abilities of Gifted Children.
ED 332 398

**Pepper, Floy**
Indians in Oregon Today. A 4th Grade Social Studies Supplement.
ED 332 891

**Perdue, Lauren**
Sex Roles and Eating Disorders: Evidence for Two Independent Relationships.
ED 332 075

**Perez, Maria L.**
Project Exchange, Proyecto Intercambio: A Guide to Exploring Hispanic and North American Cultures.
ED 332 501

**Perfetti, Patricia Bytnar**
Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.
ED 331 965

**Perin, Dolores**
The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults. Final Report.
ED 332 456

**Perrot, Paul**
Mobilization and Management of Financial Resources for Eduction (A Synthesis of a Few Case Studies). Reports/Studies Working Series No. S.137.
ED 332 313

**Peskin, Joan**
Pretence and Deception: One Cognitive Watershed or Two?
ED 332 811

**Peters, Donn W.**
A Comparison of Some Portions of the Developmental Theories of Daniel N. Stern and Margaret S. Mahler.
ED 332 110

**Petersen, Martin J.**
An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.
ED 332 532

**Peterson, Charles R.**
A Resource Guide in the Visual Arts for Youth with Exceptional Educational Needs.
ED 332 388

**Peterson, Holly**
Developing a Peer Tutoring Program for Year-Round Education.
ED 332 283

**Peterson, Nils S.**
Biology Laboratory Construction Kit with Intelligent Tutor. Final Project Report.
ED 332 685

**Phelps, Brady J.**
Factors Predisposing Drug Abuse.
ED 332 072

**Phillips, Douglas**
By the Numbers: Population Studies and the Curriculum.
ED 332 908

**Phillipson, Robert, Ed.**
Student Foreign Language Projects at RUC. ROLIG papir 42.
ED 332 547

**Pickens, Diann**
Factors in a Balanced Project.
ED 332 657
Failure-Oriented Training.
ED 332 658

**Picus, Lawrence O.**
Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.
ED 332 315

**Pigge, Fred L.**
Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.
ED 333 041

**Pintrich, Paul R.**
Student Motivation and Self-Regulated Learning: A LISREL Model.
ED 333 006

**Polkinghorn, Robert, Jr.**
Accelerated Schools: The Inquiry Process and the Prospects for School Change.
ED 332 276

**Pollanen, Seppo**
Equity of Educational Achievement and School Effectiveness.
ED 333 021

**Smith, Dennie L.**
Assessing the Impact of an Expanded Curriculum on Secondary Students and Teachers: Year Two.
ED 333 026

**Smith, Edwin R.**
Leading People or Managing Things: A Summary Paper of a Comparative Investigation of Leadership Development and Practices in Educational and Military (U.S. Army) Organizations.
ED 332 314

**Smith, Glenn P.**
Report on the San Mateo County Community College District Transfer Students, 1988-89.
ED 332 779

**Smith, Sarah J.**
Optimizing Student Learning: A Guide to Purposeful Thinking.
ED 332 788

**Snodgrass, Paul, Ed.**
A Manager's Handbook to Partnerships: How To Set-Up, Run and Maintain Partnerships. Partnerships in Education Journal.
ED 332 275

**Snow, Gary D.**
Northwest ESD 189 Special Education Equity Project: July 1, 1989 to June 30, 1990. Final Report.
ED 332 443

**Solomon, Daniel**
A Longitudinal Study of Children's Social Adjustment during Elementary School.
ED 332 825

**Soper, John C., Ed.**
Effective Economic Education in the Schools. Reference & Resource Series.
ED 332 904

**Sparks, William G., III**
Promoting Self-Responsibility and Decision Making with At-Risk Students.
ED 332 976

**Spector, J. Michael**
Modeling User Interactions with Instructional Design Software.
ED 332 695

**Sperling, Melanie**
Metaphors We Teach By.
ED 332 191

**Spodek, Bernard**
The Relationship between Children's Play Patterns and Types of Teacher Intervention.
ED 332 803

**Stadler, Anne K.**
Migrant Exemplary Program Nomination.
ED 332 834

**Stahl, Norman A.**
Baker's Dozen of the Best Ideas for College Learning Specialists.
ED 332 151

**Stanley, Nile V.**
Teaching Reading through Humor.
ED 332 152

**Stansfield, Charles W.**
Development of the Texas Oral Proficiency Test (TOPT). Final Report.
ED 332 522

**Starrett, George S.**
Junior College Teacher Load Index. A Method for Measuring Teaching Load. Form H.
ED 332 739

**Starrfield, Susan**
A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.
ED 332 744

**Stauffer, Gregory L.**
Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.
ED 332 626

**Stearns, Marian S.**
Teacher-Centered Model of Technology Integra-

tion: End of Year 3. Cupertino-Fremont Model Technology Schools Project Research Findings.
ED 332 326

**Steelman, Jane D.**
Writing Achievement of Middle Level Students Using Computers To Write a Newspaper.
ED 332 205

**Steger, Martha Truitt**
First Steps: A Curriculum Plan for Early Childhood Education.
ED 332 784

**Steiner, Yosepha**
Girls in Distress in Israel.
ED 332 879

**Stephens, E. Robert**
A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.
ED 332 855

**Steuteville-Brodinsky, Mary**
Selecting, Recruiting and Keeping Excellent Teachers: Problems and Solutions. AASA Critical Issues Report.
ED 332 282

**Stevens, Vance**
Computer HANGMAN: Pedagogically Sound or a Waste of Time?
ED 332 524

**Stevenson, Zollie, Jr.**
Evaluation of Project LEAD Programs in the District of Columbia Public Schools.
ED 332 329

**Stewart, David A.**
Considerations and Implications When Reading Stories to Young Deaf Children. Occassional Paper 133.
ED 332 441

**Stewart, Kathryn**
Evaluating Faculty Development and Clinical Training Programs in Substance Abuse: A Guide Book.
ED 332 636

**Stewart, Robert K.**
Merging Foreign and Domestic Information Policy Goals: The U.S. Government's Office of Technical Services (1946-1950).
ED 332 170

**Stiles, Rebecca E.**
Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731

**Stinson, William J.**
Promoting Self-Responsibility and Decision Making with At-Risk Students.
ED 332 976

**Storm, Anne-Marie**
Natural Helpers: The Differences in Views of the Male and Female Participants.
ED 332 125

**Strasser, Theresa C., Comp.**
An African-American Bibliography: Science, Medicine, and Allied Fields. Selected Resources from the Collections of the New York State Library.
ED 332 713

**Strom, Tim**
Minnesota School Finance: A Guide for Legislators.
ED 332 297

**Stromquist, Nelly P.**
Daring To Be Different: The Choice of Nonconventional Fields of Study by International Women Students. IIE Research Report Number Twenty-Two.
ED 332 633

**Stronck, David R.**
Alcohol: The Real Story. It's Your Choice.
ED 332 059
Marijuana: The Real Story. It's Your Choice!
ED 332 062
Tobacco: The Real Story. It's Your Choice.
ED 332 056

**Strong, Bryan**
Christy's Chance: It's Your Choice!

ED 332 063
Danny's Dilemma. It's Your Choice!
ED 332 057
Serena's Secret. It's Your Choice!
ED 332 060

**Stroul, Beth A.**
Child and Adolescent Service System Program Technical Assistance Research Meeting: Summary of Proceedings (Washington, DC, May 1-2, 1990).
ED 332 434

**Stull, Donald D., Ed.**
Collaborative Research and Social Change: Applied Anthropology in Action.
ED 333 072//

**Subervi-Velez, Federico A.**
Miami's Spanish-Language Newspapers Report the 1988 Presidential Primary.
ED 332 171

**Sudol, David**
Back to School: Warnings and Advice to the Older Graduate Student.
ED 332 217

**Sullivan, Howard**
Gender and Grade-Level Differences in Student Attributes Related to School Learning and Motivation.
ED 333 044

**Sullivan, Richard D.**
Students-Teach-Students.
ED 332 073

**Sussman, Steve**
Identification of Which High Risk Youth Smoke Cigarettes Regularly.
ED 332 082

**Swap, Susan McAllister**
Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?
ED 333 079

**Sweet, Richard**
Teenage Pregnancy Prevention and Related Issues. Memo No. 7.
ED 332 134

**Tabin, Yvonne**
Joining the Old Boys Club? Women's Careers As School Principals in British Columbia, Canada, 1980 to 1990.
ED 332 371

**Taeuber, Cynthia M., Ed.**
Enumerating Homeless Persons: Methods and Data Needs. Conference Proceedings [November 1990].
ED 332 076

**Taheri, Belinda, Ed.**
ERIC Calendar of Education-Related Conferences, 1991.
ED 332 727
ERIC Directory of Education-Related Information Centers.
ED 332 726

**Tallmadge, G. Kasten**
Randomized Field Experiments in Education.
ED 333 031

**Tamir, Pinchas**
Incorporating Critical Thinking into a Regular High School Biology Curriculum.
ED 332 878
What Benefits Can Be Derived from the Involvement of Student Teachers in Research? Effective Introduction of Research into Preservice Teacher Education.
ED 332 978

**Tannacito, Dan J., Comp.**
ESL/EFL Methodology: Topical, Annotated Bibliographies. Volume 1.
ED 332 491

**Tashakkori, Abbas**
Racial Differences in the Structure of Self-Esteem in Early Adolescence: An Attitudinal Approach to Measurement and Conceptualization.
ED 332 117

**Terdy, Dennis**
Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evalua-

ED 332 451

**Walsh, William M.**
Attitudes of Irish Women towards Family Related Tasks.

ED 332 091

Marriage and Family Life in Ireland: A Contemporary Study.

ED 332 092

**Walstad, William B., Ed.**
Effective Economic Education in the Schools. Reference & Resource Series.

ED 332 904

**Warren, John**
Hypertext: A Tool for Academic Exploration.

ED 332 175

**Warshaw, Carole**
Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.

ED 332 809

**Warwick, Jill**
Planning Human Resource Development through Equal Opportunities. A Handbook.

ED 332 030

**Washington, Ernest D.**
Public and Private Language Games as Mental States: Wittgenstein's Contribution to the Qualitative Research Tradition.

ED 333 035

**Wax, Anne S.**
The Relationship between Teacher Use of Cooperative Learning and Teacher Efficacy.

ED 332 977

**Weatherford, H. Jarold**
Techniques for Learning Vocabulary.

ED 332 499

**Webb, Clark**
School Change and Personal Meaning: Provoking "Thoughtful" Teaching and Learning in an Urban District.

ED 333 058

**Webb, Norman L.**
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1987-88 School Year. Program Report 89-1.

ED 333 087

The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1988-89 School Year. Program Report 90-1.

ED 333 089

The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1989-1990 School Year. Program Report 91-1.

ED 333 088

**Weinstein-Shr, Gail**
Literacy and Second Language Learners: A Family Agenda.

ED 332 559

**Weisbender, Leo**
Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.

ED 332 975

**Weiss, Carol H.**
Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper No. 8.

ED 332 346

**Welborne, Sullivan**
North Carolina Agricultural and Technical State University Drug Education Policy.

ED 332 580

**Wenner, Barbara**
Hearing or Ignoring Audience: the Dilemma of the Freshman Writer.

ED 332 197

**Wheeler, Patricia J.**
Tracing the Effects of Reflective Classroom Practice.

ED 332 956

**Whelan, Wendy Lee**
Enhancing a Child's Self-Concept.

ED 332 229

**White, Carolyn C.**
Populations of Residential Facilities for Persons with Mental Retardation: Trends by Size, Operation and State, 1977 to 1987. Brief Report #32.

ED 332 384

**White, Connie**
A Foot in the Door: Rural Communities Involved in Educational Change.

ED 332 841

**White, Joyce**
Whole Language: A Framework for Thinking about Literacy Work with Adults.

ED 332 051

**White, Kimberly A.**
Teacher Expectations for Four-Year-Old Children: A Qualitative Analysis.

ED 332 807

**White, Stephen**
Job Coaching Manual. Great Falls Transition Project.

ED 332 382

**Whitehead, Don J.**
Producing Distance Learning Materials: Cash and Other Constraints.

ED 332 654

**Whittlesy, Elaine**
Sierra College Algebra Student Survey Results.

ED 332 765

**Wilcox, Phyllis**
Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.

ED 332 533

**Wilcox, Sherman**
Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.

ED 332 533

**Wilczenski, Felicia L.**
Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.

ED 332 475

Use of the "Attitudes Toward Mainstreaming Scale" with Undergraduate Education Students.

ED 332 992

**Wilen, Diane K.**
Using Interpreters and Translators To Meet the Needs of Handicapped Language Minority Students and Their Families. Program Information Guide Series No. 4.

ED 332 540

**Wilen, William W.**
Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.

ED 332 983

**Williams, James A.**
Students at Risk: A Comprehensive Approach to Dropout Prevention.

ED 333 070

**Williams, Jessica**
Evaluating ITA Preparation Programs: Intensive versus Concurrent.

ED 332 502

**Williams, John**
A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.

ED 332 760

**Williams, John Delane**
Developmental Models for Time of Testing x Cohort x Grade (Age) Research Designs.

ED 333 028

**Williams, Tom R.**
Canada's Schools: Report Card for the 1990s. A CEA Opinion Poll.

ED 332 305

**Wilson, Connie Corcoran**
Training the Teacher as a Champion.

ED 332 952//

**Wimpelberg, Robert**
New Settings and Changing Norms for Principal Development. NCEL Occasional Paper No. 6.

ED 332 344

**Winchip, Susan**
Computer Applications in the Design Process.

ED 332 674

**Winters, Pat**
The Houston Chronicle: Your ESL Source. A Source Guide for Adults Learning English as a Second Language.

ED 332 553//

**Wirt, Frederick M.**
The Institutional and the Personal in Explaining Cognitive Outcomes under Desegregation: A Mississippi Test.

ED 333 078

Role Change in Britain's Chief Education Officer.

ED 332 358

Value Organization Linkages, Educational Restructuring, and Historical Reforms.

ED 332 359

**Wolf, Michelle A.**
The Sound (and Sight) of Silence: Notes on Television and the Communication Ecology of Adolescent Homosexuality.

ED 332 242

**Wood, Janice**
Implementing Developmentally Appropriate Classrooms.

ED 332 789

**Wood, Thomas A.**
Social Support and Stress of Mothers of Mentally Retarded Children.

ED 332 484

**Woods, Nathaniel**
A Study To Determine the Drinking Patterns and Related Behaviors of SEEK Program Students. Societal Factors.

ED 332 120

**Woodson, Nancy**
The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.

ED 332 608

**Yamamoto, Kentaro**
Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.

ED 333 029

**Yates, Lyn**
A Tale Full of Sound and Fury–Signifying What? Feminism and Curriculum Policy in Australia.

ED 332 369

**Yoakum, Katie S.**
Choices for Treatment: Methods, Models, and Programs of Intervention for Children with Emotional Disabilities and Their Families. An Annotated Bibliography. Therapeutic Case Advocacy Project.

ED 332 418

**Yosha, Patricia**
The Benefits of an Induction Program: What Do Mentors and Novices Say?

ED 332 994

**Young, Thomas M.**
Choices for Treatment: Methods, Models, and Programs of Intervention for Children with Emotional Disabilities and Their Families. An Annotated Bibliography. Therapeutic Case Advocacy Project.

ED 332 418

Interagency Collaboration: An Annotated Bibliography for Programs Serving Children with Emotional Disabilities and Their Families. Therapeutic Case Advocacy Project.

ED 332 417

**Young, Thomas M., III**
Therapeutic Case Advocacy Trainers' Guide: A Format for Training Direct Service Staff and Administrators. Therapeutic Case Advocacy Project.

ED 332 420

Therapeutic Case Advocacy Workers' Handbook. Therapeutic Case Advocacy Project.

ED 332 419

**Yu, Shu-Mey**
The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Ac-

tivities in Taiwan, Republic of China.

ED 332 870

**Yurjeva, N. M.**
Psycholinguistic Analysis of Semantics and Grammar Based on the Material of Onthogenesis of Speech.

ED 332 548

**Zambarano, Robert J.**
Effects of Tone-of-Voice and Physical Punishment on Children's and Adults' Interpretation of a Brief Disciplinary Prohibition.

ED 332 828

**Zanger, Virginia Vogel**
Project Exchange, Proyecto Intercambio: A Guide to Exploring Hispanic and North American Cultures.

ED 332 501

**Zastrow, Leona M.**
Learning Science by Studying Native American Pottery.

ED 332 854//

**Ziahosseiny, Seid M.**
The Application of Contrastive Linguistics in Training Translators/Interpreters.

ED 332 550

**Zohar, Anat**
Incorporating Critical Thinking into a Regular High School Biology Curriculum.

ED 332 878

**Zolliker, Susan**
Putting "Meta" Terms in Context: Constructing a Developmental Picture and Exploring Philosophical Implications.

ED 332 194

**Zairay, Stephen W., Jr.**
Developing a Peer Tutoring Program for Year-Round Education.

ED 332 283

**Zweigenhaft, Richard L.**
Blacks in the White Establishment? A Study of Race and Class in America.

ED 333 067//

# Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin).

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Institution ———— **American Association of State Colleges and Universities, Washington, DC.**
Planning Now for College Costs: A Guide for Families.

Title ———

ED 298 804 ———— Accession Number

---

**Abt Associates, Inc., Cambridge, Mass.**
Computer Crime: Criminal Justice Resource Manual (Second Edition).
ED 332 671

**Academy for Educational Development, Inc., Washington, D.C.**
Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.
ED 331 966

**ACCESS ERIC, Rockville, MD.**
Drug-Free Schools: A National Challenge. Drug Testing.
ED 332 696
Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.
ED 332 697
ERIC Calendar of Education-Related Conferences, 1991.
ED 332 727
ERIC Directory of Education-Related Information Centers.
ED 332 726

**Adaptation Ltd., London (England).**
Human Resource Development for International Operation.
ED 332 044

**Administration on Aging (DHHS), Washington, D.C.**
Public/Private Partnerships in Aging. Working with the Business Community on Eldercare. A Primer for the Aging Network.
ED 331 979

**Administration on Developmental Disabilities (DHHS), Washington, D.C.**
Populations of Residential Facilities for Persons with Mental Retardation: Trends by Size, Operation and State, 1977 to 1987. Brief Report #32.
ED 332 384
Self-Advocacy, Feature Issue of IMPACT.
ED 332 430
Services for People with Developmental Disabilities. 1990 Chartbook.
ED 332 464
Visions Of: Independence-Productivity-Integration for People with Developmental Disabilities. A Summary of Reports Prepared by State Developmental Disabilities Planning Councils. Executive Summary.
ED 332 442

**Adult Literacy and Basic Skills Unit, Lon-**

don (England).
Evaluating Effectiveness in Adult Literacy and Basic Skills. An ALBSU Good Practice Document.
ED 332 017

**Advanced Research Projects Agency (DOD), Washington, D.C.**
Artificial Intelligence Measurement System, Overview and Lessons Learned. Final Project Report.
ED 332 677

**Agency for International Development (Dept. of State), Washington, D.C.**
Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.
ED 331 966

**Ain-Shams Univ., Cairo (Egypt). Inst. of Environmental Studies and Research.**
Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.
ED 332 741

**Alabama State Commission on Higher Education, Montgomery.**
Unified Budget Recommendations for Fiscal Year 1991-92. Alabama Commission on Higher Education
ED 332 605

**Alabama State Council on Vocational and Technical Education, Montgomery.**
Vocational Technical Advisory Committees: A Guide for Their Effective Use.
ED 331 978

**Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.**
Social Studies Curriculum Guide: Grade 6. Bulletin 1987, No. 62.
ED 332 889
Social Studies Curriculum Guide: Grade 9. Bulletin 1989, No 35.
ED 332 890

**Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.**
Developing a Promotional Plan for Adult Vocational Programs.
ED 331 977
Developing Short-Term Training Programs.
ED 331 976
Vocational Technical Advisory Committees: A

Guide for Their Effective Use.
ED 331 978

**Alaska State Dept. of Education, Juneau.**
Alaska Writing Assessment Pilot Survey 1988-89.
ED 332 223

**Alberta Consortium for the Development of Leadership in Education, Edmonton.**
Educational Leadership in Alberta: A Study Conducted on Behalf of the Consortium.
ED 332 31

**Alberta Dept. of Education, Edmonton.**
Vision Senior High Science Programs.
ED 332 863

**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
Junior High Computer Studies: Teacher Resource Manual.
ED 332 691

**Alberta Dept. of Education, Edmonton. Curriculum Support Branch.**
Junior High Novels and Non-Fiction List.
ED 332 179
Techniques de Theatre Integrees a l'Enseignement du Francais 1989 = Theatre Techniques Integrated into the Teaching of French, 1989.
ED 332 233

**Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.**
Communities Creating Change: Exemplary Alcohol and Other Drug Prevention Programs 1990.
ED 332 098
How To Start and Run an Alcohol and Other Drug Information Centre: A Guide.
ED 332 106
Policies and Programs for the 1990's: A Team Approach to the Prevention of Alcohol, Other Drug, and Traffic Safety Problems in Higher Education. 1989 Workshops.
ED 332 594
Stopping Alcohol and Other Drug Use before It Starts: The Future of Prevention. OSAP Prevention Monograph-1.
ED 332 104
What You Can Do about Drug Use in America.
ED 332 094
Youth and Drugs: Society's Mixed Messages. OSAP Prevention Monograph-6.
ED 332 105

**Ambulatory Pediatric Association.**

Serving the Future: An Update on Adolescent Pregnancy Prevention Programs in Developing Countries.

ED 332 078

**Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.**
Creating More Responsive Student Evaluation Systems for Disadvantaged Students. Report No. 15.

ED 333 042

More Responsive High Schools, Student Information, and Problem Solving. Report No. 12.

ED 333 063

**Center for Research on Elementary and Middle Schools, Baltimore, MD.**
Achievement Effects of Individual, Small Group, and Cooperative Learning Strategies on Math Problem-Solving. Report No. 40.

ED 332 862

Staff Development in the Middle Grades. Report No. 38.

ED 332 288

**Center for Rural Pennsylvania, Harrisburg.**
The ROOTS Program: Rural Opportunities Offer Tomorrow's Success. Program Summary.

ED 332 842

**Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.**
Music Experts' Views of an Ideal Curriculum. Elementary Subjects Center Series No. 28.

ED 332 897

**Center for the Study of Writing, Berkeley, CA.**
A Whole Language Approach to the Teaching of Bilingual Learners. Occasional Paper No. 15.

ED 332 500

**Center on Budget and Policy Priorities, Washington, DC.**
Unchanged Priorities: The Fiscal Year 1992 Bush Budget.

ED 333 071

**Centers for Disease Control (DHHS/ PHS), Atlanta, GA.**
AIDS and Deafness: Resource Directory.

ED 332 395//

Criterion-Sensitive Measurement: A Study in Multi-Dimensionality.

ED 333 048

**Central Fulton School District, McConnellsburg, PA.**
Competency Based Entrepreneurship Training for Fulton County. Final Report.

ED 331 956

**Charles F. Kettering Foundation, Dayton, Ohio.**
New Perspectives on Civic Education.

ED 332 602

**Children's Defense Fund, Washington, D.C.**
The State of America's Children: 1991.

ED 332 797

**Cincinnati Public Schools, Ohio.**
Bronson Settlement 1989-90.

ED 333 056

**City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.**
Faculty Representation Elections-1965-1990.

ED 332 624

**City Univ. of New York, N.Y. Center for Advanced Study in Education.**
Evaluation Report: The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education (October 1, 1989-June 30, 1990).

ED 332 558

**City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.**

The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults. Final Report.

ED 332 456

**City Univ. of New York, N.Y. Library Association.**
Collection Development: Survival Tactics in an Age of Less. An Annotated Selective Bibliography on the Theme of the 1991 LACUNY Institute.

ED 332 720

**City Univ. of New York, NY. Young Adult Learning Academy.**
YALA Journal, 1990.

ED 331 954

**Clarion Univ. of Pennsylvania. Coll. of Library Science.**
Assessing the Information Needs of Rural Americans. Public Libraries.

ED 332 721

**Colby Coll., Waterville, ME.**
Colby Alcohol Reports.

ED 332 584

**College of New Caledonia, Prince George (British Columbia). Centre for Improved Teaching.**
Appropriate Testing

ED 332 751

Guidelines for Grading.

ED 332 755

A Guide to Motivational Procedures for Instruction.

ED 332 752

A Short Guide to Instructional Techniques.

ED 332 753

A Short Guide to the Writing of Instructional Objectives.

ED 332 757

A Short Guide to Understanding Individual Differences.

ED 332 756

Standardized Testing. The Teacher's & Instructor's Guide.

ED 332 749

Writing Course or Program Outlines.

ED 332 754

**Colorado State Dept. of Education, Denver.**
Colorado's Guaranteed Graduate Process.

ED 332 320

Proficiency Sample Project.

ED 332 507

Survey of First- and Third-Year Teachers and Their Supervisors, 1990.

ED 332 971

**Columbia Coll., CA.**
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.

ED 332 734

**Columbia Newspapers, Inc. SC.**
Your Child and Your Daily Newspaper: A Handbook for Parents.

ED 332 791

**Columbia Univ., New York, N.Y. East Asian Inst.**
Approaches to Teaching about Korea in a World Cultures Social Studies Curriculum. A guide for Teachers.

ED 332 943

Approaches to Teaching about Southeast Asia in a World Cultures Social Studies Curriculum. A Guide for Teachers.

ED 332 944

China in a World Cultures Social Studies Curriculum: A Guide for Teachers.

ED 332 939

Contemporary Japan: A Teaching Workbook. Third Edition Revised.

ED 332 932

Elementary Level Resources on China.

ED 332 940

Elementary Level Resources on Japan.

ED 332 938

Highly Recommended Audio-Visual Resources on China.

ED 332 941

Japan in a World Cultures Social Social Studies Curriculum: A Guide for Teachers.

ED 332 937

**Columbia Univ., New York, NY. National Center for Children in Poverty.**
Case Management in Welfare and Medicaid Programs: An Annotated Bibliography.

ED 333 057

**Columbus Foundation, Ohio.**
The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.

ED 332 608

**Commission des Communautes Europeennes (Luxembourg).**
Researching Literacy in Industrialised Countries: Trends and Prospects. UIE Reports 2.

ED 332 045

**Commonwealth Fund, New York, N.Y.**
Poverty and Poor Health among Elderly Hispanic Americans.

ED 333 074

**Community Coll. League of California, Sacramento. Commission on Athletics.**
A Study of the Academic Performance of Student Athletes in California's Community Colleges.

ED 332 763

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**
ESEA 25th Anniversary Hearing. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

ED 333 059

**Congress of the U.S., Washington, D.C. Office of Technology Assessment.**
Adolescent Health–Volume 1: Summary and Policy Options.

ED 332 119

Distance Learning Case Studies.

ED 332 661

**Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.**
High-Performance Computing Act of 1991. Report of the Senate Committee on Commerce, Science, and Transportation on S. 272. Senate, 102d Congress, 1st Session.

ED 332 693

High Performance Computing and Communications Act of 1991. Hearing Before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. One Hundred Second Congress, First Session on S. 272 To Provide for a Coordinated Federal Research Program To Ensure Continued United States Leadership in High-Performance Computing.

ED 332 694

**Congress of the U.S., Washington, DC. Senate Committee on Foreign Relations.**
Convention on the Elimination of All Forms of Discrimination against Women. Hearing before the Committee on Foreign Relations. United States Senate, One Hundred First Congress, Second Session.

ED 332 911

**Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.**
Abuses in Federal Student Aid Programs. Report Made by the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs United States Senate.

ED 332 631

**Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.**
Human Services Reauthorization Act of 1990. U.S. Senate, 101st Congress, 2d Session. Report (To Accompany H.R. 4151).

ED 332 790

Strengthening Education for American Families

Manual (Second Edition).

ED 332 671

How Many Children Lie about Being Sexually Abused?: A Survey of Mental Health and Law Enforcement Professionals.

ED 332 135

Professionals' Standards of "Normal" Behavior with Anatomical Dolls and Factors That Influence These Standards.

ED 332 810

**Department of Labor, Washington, D.C.**
An Employer's Guide to Dealing with Substance Abuse.

ED 332 095

Mentally Tough: The Power To Do Your Best.

ED 332 115

What Works: Workplaces Without Drugs.

ED 332 102

**Department of Labor, Washington, DC. Secretary's Commission on Achieving Necessary Skills.**
What Work Requires of Schools. A SCANS Report for America 2000.

ED 332 054

**Department of National Health and Welfare, Ottawa (Ontario).**
Child Sexual Abuse: Problems, Perspectives and Programs for Schools in the 1990s. A Guide for School Administrators.

ED 332 374

**Des Moines Public Schools, Iowa. Dept. of Student Services.**
Special Education Support Services: Program Evaluation Report. No. 91-059.

ED 333 005

**Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).**
Beginning Awareness-Rigidity-Flexibility: A Longitudinal Analysis of Sex-Role Stereotyping in 4- to 10-Year-Old Children (Langsschnittliche Analyse von Entwicklungsmerkmalen der Geschlechtstypisierung im Kindersalter. Arbeiten aud dem Forschungsprojekt Nr. 5. 1989/1).

ED 332 781

**District of Columbia Public Schools, Washington, D.C.**
Evaluation of Project LEAD Programs in the District of Columbia Public Schools.

ED 332 329

**Dogrib Divisional Board of Education, Rae-Edzo (Northwest Territories).**
Kw'atindee Bino Community Teacher Education Program. Intern Profiles: Community and School Partnerships; Culture and Learning; Curriculum and Children.

ED 332 848

**East Carolina Univ., Greenville, N.C.**
Alcohol/Drug Abuse for East Carolina University Students, Faculty, and Staff.

ED 332 576

**EASTCONN Regional Educational Services Center, North Windham, CT.**
Developmental Guidance Curriculum.

ED 331 989

Electrical Curriculum.

ED 331 981

Electro-Mechanical Curriculum.

ED 331 985

Hairdressing, Cosmetology and Barbering Curriculum.

ED 331 984

Metal Trades Technology Curriculum.

ED 331 983

Microcomputer Software Technician Curriculum.

ED 331 988

Plumbing and Heating Curriculum.

ED 331 980

Small Business Development Curriculum.

ED 331 986

Surgical Technician Curriculum.

ED 331 987

Welding Curriculum.

ED 331 982

**Eastern Iowa Community Coll. District, Davenport.**

The Development, Pilot-Testing, and Dissemination of a Comprehensive Evaluation Model for Assessing the Effectiveness of a Two-Way Interactive Distance Learning System. Final Report.

ED 332 690

**Eastern Oregon Coll., La Grande.**
Peer Counseling in Higher Education: Essentials and Practice. Workbook.

ED 332 611

**Economic Development Administration (DOC), Washington, D.C.**
Recouple: Natural Resource Strategies for Rural Economic Development.

ED 332 838

**Educational Research Service, Arlington, Va.**
Cooperative Learning. What We Know About Series.

ED 332 281

Problems in Calculating and Comparing Dropout Rates. ERS Research Digest.

ED 332 272//

**Educational Resources Information Center (ED), Washington, DC.**
Resources in Education (RIE). Volume 26, Number 10.

ED 331 948

**Educational Testing Service, Princeton, NJ. Policy Information Center.**
Performance at the Top: From Elementary through Graduate School. Policy Information Report.

ED 333 052

**Education Commission of the States, Denver, Colo.**
Exploring Policy Options To Restructure Education.

ED 332 323

**ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.**
How To Teach the Bill of Rights.

ED 332 928

Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.

ED 332 930

Teaching the Responsibilities of Citizenship. ERIC Digest.

ED 332 929

**ERIC Clearinghouse on Educational Management, Eugene, Oreg.**
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 3: Child Abuse.

ED 332 307

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 4: Substance Abuse.

ED 332 308

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
Adaptive Behavior. Abstract 26. Research & Resources on Special Education.

ED 332 390

Computer Assisted Instruction for Students with Mild Handicaps. Abstract 27: Research and Resources on Special Education.

ED 332 397

Social Integration of Handicapped Students: Cooperative Goal Structuring. Research Brief for Teachers. Brief T1.

ED 332 383

**ERIC Clearinghouse on Higher Education, Washington, D.C.**
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.

ED 332 562

**ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.**
Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.

ED 332 533

**ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**
Educating the Consumer about Advertising: Some Issues. ERIC Digest.

ED 332 255

Testing and Assessment. Special Collection Number 1.

ED 332 165

**ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.**
Briefs for Parents in Ready-to-Copy Form (English Version).

ED 332 861

A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.

ED 332 855

**ERIC Processing and Reference Facility, Rockville, MD.**
Resources in Education (RIE). Volume 26, Number 10.

ED 331 948

**European Centre for the Development of Vocational Training, Berlin (West Germany).**
Experienced Workers–Reserve Capital.

ED 332 028

Not Aid, Cooperation. European Congress on Continuing Education and Training (3rd, Berlin, Federal Republic of Germany, March 14-15, 1991).

ED 332 052

**Fairfax County Schools, Va.**
The CO-CEP Initiative: The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents.

ED 332 486

**Florida Educational Research and Development Council, Inc., Sanibel.**
Computer-Assisted Instruction: A Review of the Literature.

ED 332 673

**Florida State Dept. of Education, Tallahassee.**
Blueprint for Career Preparation. Update

ED 332 006

**Florida State Dept. of Education, Tallahassee. Bureau of Career Development.**
A Guide to Career Decisions. The Sky Is the Limit. Florida VIEW Careerbook.

ED 332 008

**Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.**
Determination of Mode of Reading for Visually Impaired Learners. FY 1991-2. Technical Assistance Paper.

ED 332 469

**Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.**
Job Hunting? It's a Jungle out There! Jungle Survival Guide II.

ED 332 007

Resource Guide for the Blueprint for Career Preparation. A Listing of Career Development Books, Software, Kits, and Materials.

ED 332 009

**Florida State Postsecondary Education Commission, Tallahassee.**
Criteria for the Establishment of New Public Colleges and Universities. Report 6.

ED 332 627

**Ford Foundation, New York, N.Y.**
America in the 21st Century: Social and Economic Support Systems.

ED 332 898

Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.

ED 333 086

A Description and Survey of a Cohort of Community College Students with Explanations of Their

Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.

ED 332 744

Developing Jointly Registered Teacher Education Programs To Increase Minority Baccalaureate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).

ED 332 991

The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.

ED 332 761

A Foot in the Door: Rural Communities Involved in Educational Change.

ED 332 841

Selective Migration of Rural High School Seniors in the 1980s. Staff Working Papers.

ED 332 840

Teachers' Conceptions of Mathematics and Mathematics Education. A Report from the Urban Mathematics Collaborataive Documentation Project.

ED 333 085

The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1987-88 School Year. Program Report 89-1.

ED 333 087

The Urban Mathem..tics Collaborative Project: Report to the Ford Foundation on the 1988-89 School Year. Program Report 90-1.

ED 333 089

The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1989-1990 School Year. Program Report 91-1.

ED 333 088

**Ford Foundation, New York, N.Y. Education and Research Div.**
Daring To Be Different: The Choice of Nonconventional Fields of Study by International Women Students. IIE Research Report Number Twenty-Two.

ED 332 633

**Fort Smith Adult Education Center, AR.**
Exploring the Airways for Adult Education. Section 310, Final Report.

ED 332 678

**Fox Valley Technical Coll., Appleton, WI.**
Dental Radiology I Student Guide [and Instructor Guide].

ED 331 962

**Fund for the Improvement of Postsecondary Education (ED), Washington, DC.**
Achieving Curricular Coherence through the Teaching of Classic Texts, September 1, 1986-August 31, 1988.

ED 332 653

[Appalachian College Assessment Consortium Project.]

ED 332 649

Biology Laboratory Construction Kit with Intelligent Tutor. Final Project Report.

ED 332 685

Community Service at Marist College: Expanding a Partnership.

ED 332 651

[Community Service Program, Westmont College.]

ED 332 645

A Handbook for Developing a Precollege Program and Involving College Students in a Community Service Project and a Report of the Precollegiate Enrichment Program, West Georgia College.

ED 332 646

Improvement for Undergraduate Education in Texas: College-Level Competencies.

ED 332 650

Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.

ED 332 684

Kansas State University Community Service Program.

ED 332 652

[Liberal Arts/Mathematics Based Alternative Core, Case Western Reserve University.]

ED 332 647

[Take Five].

ED 332 648

**Further Education Unit, London (England).**
Planning Human Resource Development through Equal Opportunities. A Handbook.

ED 332 030

Reaching Out to Rural Learners. Rural Economy Series Bulletin 1.

ED 332 832

**Gallaudet Univ., Washington, DC.**
AIDS and Deafness: Resource Directory.

ED 332 395//

**General Accounting Office, Washington, D.C. Div. of Human Resources.**
Immigrant Education: Information on the Emergency Immigrant Education Act Program. Report to Congressional Committees.

ED 333 095

Occupational Safety & Health. Inspectors' Opinions on Improving OSHA Effectiveness. Fact Sheet for Subcommittee on Health and Safety, Committee on Education and Labor, House of Representatives.

ED 331 969

Student Loans: Characteristics of Defaulted Borrowers in the Stafford Student Loan Program. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.

ED 332 601

**General Mills, Inc., Minneapolis, Minn.**
Family Decision-Making in Early Adolescence: Conversations and Choices.

ED 332 818

**George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.**
Dynamic Assessment of Intellectually Handicapped Children. Alternative Assessments of Handicapped Children. Technical Report No. 4.

ED 332 389

**Georgetown Univ. Child Development Center, Washington, DC.**
Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.

ED 332 461

Workbook Series for Providing Services to Children with Handicaps and Their Families. Workbook for: Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.

ED 332 462

**Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.**
Child and Adolescent Service System Program Technical Assistance Research Meeting: Summary of Proceedings (Washington, DC, May 1-2, 1990).

ED 332 434

**George Washington Univ., Washington, DC. School of Education and Human Development.**
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.

ED 332 562

**Georgia State Dept. of Technical and Adult Education, Atlanta.**
Challenge: 2000. Strategic Implementation of Georgia's Postsecondary Vocational Education System.

ED 331 998

Middle Georgia Technical Institute. Area Vocational/Technical Training Needs Assessment.

ED 331 997

**Georgia Univ., Athens.**
Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.

ED 332 381

**Georgia Univ., Athens. Cooperative Extension Service.**
Georgia 4-H Consumer Judging.

ED 332 031

**Getty Center for Education in the Arts, Los Angeles, CA.**
Beyond Creating: Roundtable Series.

ED 332 936

Education in Art: Future Building. Proceedings of a National Invitational Conference. (Los Angeles, California, February 2-4, 1989).

ED 332 935

Roundtable Series II. Proceedings Report.

ED 332 934

Thoughts on Art Education. Occasional Paper 2.

ED 332 933

**Greater Pittsburgh Literacy Council, PA.**
Volunteer Evaluation System 1989-1990.

ED 332 019

**Great Falls Public Schools, Mont.**
Job Coaching Manual. Great Falls Transition Project.

ED 332 382

**Guam Dept. of Education, Agana.**
Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90. Focus on F. B. Leon Guerrero Middle School.

ED 332 296

**Gulf Coast Lung Association, Inc., Tampa, FL.**
Students-Teach-Students.

ED 332 073

**Gwynedd-Mercy Coll., Gwynedd Valley, Pa.**
Policy and Procedures Related to Drug and Alcohol Use.

ED 332 573

**Harford Community Coll., Bel Air, Md.**
Guide for a Drug-Free Workplace and Campus.

ED 332 585

**Harvard Univ., Cambridge, Mass. Graduate School of Education.**
Preparing School Administrators for the Twenty-First Century: The Reform Agenda. NCEL Occasional Paper No. 2.

ED 332 340

Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1

ED 332 339

**Hawaii Univ., Manoa. Coll. of Education.**
Partnerships in Education.

ED 333 068

**Hazelden Services, Inc., Minneapolis, MN.**
Policies and Programs for the 1990's: A Team Approach to the Prevention of Alcohol, Other Drug, and Traffic Safety Problems in Higher Education. 1989 Workshops.

ED 332 594

**Health Care Financing Administration (DHHS), Washington, DC.**
Populations of Residential Facilities for Persons with Mental Retardation: Trends by Size, Operation and State, 1977 to 1987. Brief Report #32.

ED 332 384

**Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.**
Developing Leadership in Geriatric Education: An Annual Faculty Institute. Proceedings of the Summer Geriatric Institute (4th, Lexington, Kentucky, July 24-27, 1989).

ED 332 064

**Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.**
Adolescents with Chronic Illnesses–Issues for School Personnel. Second Edition. CYDLINE Reviews.

ED 332 408

Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.

ED 332 410

Promoting Decision-Making Skills by Youth with Disabilities: Health, Education, and Vocational Choices. 2nd Edition. CYDLINE Reviews.

ED 332 409

Youth with Disabilities and Chronic Illnesses: An Introductory Guide for Youth and Parents. CYDLINE Reviews.

ED 332 406

Youth with Disabilities and Chronic Illnesses: International Issues. CYDLINE Reviews.

ED 332 407

**Highlander Research and Education Center, New Market, TN.**
A Foot in the Door: Rural Communities Involved in Educational Change.

ED 332 841

**Hillsborough County Schools, Tampa, FL. Dept. of Testing and Evaluation.**
Computer-Assisted Instruction: A Review of the Literature.

ED 332 673

**Hood River Valley Opportunity School, OR.**
The Wildbunch Seed Company: Entrepreneurship for At-Risk Students.

ED 332 018

**Idaho State Dept. of Education, Boise. Div. of Vocational Education.**
It Works! Idaho Division of Vocational-Technical Education Annual Report Fiscal Year 1990.

ED 332 029

**Illinois Council of Public Community Coll. Presidents.**
Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.

ED 332 741

**Illinois State Library, Springfield.**
Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.

ED 332 710

**Illinois State Univ., Normal. Center for the Study of Educational Finance.**
The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.

ED 332 330

**Illinois Univ., Champaign. Graduate School of Library Science.**
Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.

ED 332 710

**Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.**
Annotated Bibliography on Transition from School to Work. Volume 5.

ED 332 428

**Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.**
The Reflective Macintosh: A Computer-Assisted Approach to Understanding and Improving Managerial Practice. Project Report.

ED 332 289

**Illinois Univ., Urbana. Center for the Study of Reading.**
How Students Read To Answer Questions and How That Affects Their Learning. Technical Report No. 532.

ED 332 157

**Illinois Univ., Urbana. Dept. of Vocational and Technical Education.**
Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.

ED 332 741

**Illinois Univ., Urbana. Graduate School of Library and Information Science.**
Illinois Public Library Statistics: A Guide for Librarians and Trustees. [1987-88].

ED 332 704

**Indiana School Counselors Association.**
Indiana Developmental School Counseling Idea Book.

ED 332 088

**Indiana State Dept. of Education, Indianapolis.**
Indiana Developmental School Counseling Idea Book.

ED 332 088

**InfoMedia, Inc., Ellentown, FL.**
A Manager's Handbook to Partnerships: How To Set-Up, Run and Maintain Partnerships. Partnerships in Education Journal.

ED 332 275

**Information Interface Inst., Inc., Skillman, NJ.**
Guide to Corporate Support. Volume 1: Program Descriptions; Volume 2: Indexes. 1991 Edition. Education Interface Series.

ED 332 287//

**Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).**
IFS Bibliographie Moderner Fremdsprachenunterricht, 20 (1989) Nr. 2-4 (Bibliography of Modern Language Instruction, Vol. 20 (1989) Nos. 2-4).

ED 332 506

**Institute for Behavior and Health, Inc., Rockville, MD.**
Stopping Alcohol and Other Drug Use before It Starts: The Future of Prevention. OSAP Prevention Monograph-1.

ED 332 104

**Institute of International Education, New York, N.Y.**
Daring To Be Different: The Choice of Nonconventional Fields of Study by International Women Students. IIE Research Report Number Twenty-Two.

ED 332 633

**Interagency Council on the Homeless.**
Enumerating Homeless Persons: Methods and Data Needs. Conference Proceedings [November 1990].

ED 332 076

**International Center for Research on Language Planning, Quebec (Quebec).**
La toponymie: Metaphorisation, demetaphorisation, remetaphorisation (Toponymy: Metaphorization, Demetaphorization, Remetaphorization).

ED 332 517

**International Federation of Library Associations, The Hague (Netherlands).**
National Library and Information Needs: Alternative Means of Fulfillment, with Special Reference to the Role of National Libraries.

ED 332 719

**International Inst. of Rhode Island, Providence.**
What Did You Learn at Work Today?

ED 332 556

**International Literacy Year Secretariat, Canberra (Australia).**
Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).

ED 332 852

**International Society for Technology in Education, Eugene, OR.**
Wacky Words for Traveling Tales: Logo Applications in Language Arts.

ED 332 669

**Inter Nationes, Bonn (West Germany).**
On the Path to German Unity: Chronology of Events.

ED 332 887

**Iowa State Dept. of Education, Des Moines. Bureau of Instruction and Curriculum.**
K-12 Foreign Language Software Products Bibliography.

ED 332 521

**Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.**

Adult Adjustment of Individuals with Mild Disabilities One Year after Leaving School. Iowa State Follow-Up Study.

ED 332 466

Individuals with Learning Disabilities Out of School One Year. Iowa Statewide Follow-Up Study.

ED 332 465

**Iowa State Historical Society, Iowa City.**
The Wallaces of Iowa.

ED 332 895

**Janus Associates.**
Drunk Driving. Surgeon General's Workshop. Proceedings (Washington, D.C., December 14-16, 1988).

ED 332 595

**Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.**
The Role of Educational Broadcasts in Japanese Schools. Third Edition.

ED 332 728

"With Mother" and Its Viewers: Behavior Monitoring of 2- and 3-year-olds.

ED 332 681

Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.

ED 332 680

**Jaskulski (Tecla) and Associates.**
Visions Of: Independence-Productivity-Integration for People with Developmental Disabilities. A Summary of Reports Prepared by State Developmental Disabilities Planning Councils. Executive Summary.

ED 332 442

**John D. and Catherine T. MacArthur Foundation, Chicago, IL.**
The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.

ED 332 330

**Johnson County Community Coll., Overland Park, Kans.**
A Study of Peer Tutor Training Programs: A League Report.

ED 332 777

**Joint Council on Economic Education, New York, N.Y.**
Effective Economic Education in the Schools. Reference & Resource Series.

ED 332 904

**Kansas Association for Supervision and Curriculum Development.**
Cooperative Learning–Part 2: The Classroom Teacher.

ED 332 969

**Kansas State Dept. of Education, Topeka.**
Kansas Communication and Instruction System through Fiber-Optic Transmission.

ED 332 269

**Kansas State Univ., Manhattan.**
Kansas State University Community Service Program.

ED 332 652

**Kearney State Coll., Nebr.**
Kearney State College Drug-Free Campus Program.

ED 332 592

**Kellogg Foundation, Battle Creek, Mich.**
Building Partnerships with Agencies & Employers To Help High Risk Students Succeed. The AACJC/Kellogg Beacon Colleges Initiative.

ED 332 750

English Language Adult Education Books: Their Value to Adult Educators. Technical Report Series. Technical Report No. 4.

ED 332 023

Kellogg Adult Education Thesaurus. Technical Report Series. Technical Report No. 5. Second Edition.

ED 332 024

**Kenan Trust Family Literacy Project, Louisville, KY.**
Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.

ED 332 794

and Disease Prevention Objectives and Full Report, with Commentary.

ED 332 957

**Purdue Univ., Lafayette, Ind. Dept. of Audiology and Speech Sciences.**
Instructional Teleconferencing Models for Enhancing the Quality of Education.

ED 332 659

**Roanoke Coll., VA.**
Roanoke College Student Conduct Code 1990-91.

ED 332 574

**Rochester Univ., N.Y.**
[Take Five].

ED 332 648

**Roskilde Univ. Center (Denmark).**
Reparative Handlungsmuster und Ihre Verwendung im Fremdsprachenunterricht (Error Correction Techniques in Foreign Language Instruction). ROLIG Papir, 30.

ED 332 549

Student Foreign Language Projects at RUC. ROLIG papir 42.

ED 332 547

**Royce and Royce, Lancaster, PA.**
Champions of Literacy 1991.

ED 331 958

**Rutgers, The State Univ., New Brunswick, NJ. Office of Student Life Policy and Services.**
In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns.

ED 332 085

**Saint John's College, Annapolis, MD.**
Policy Statement on Illicit Drugs and Alcohol.

ED 332 571

**Saint Louis Community Coll., Mo.**
Workplace Competencies for Teachers and Tutors. Bridging the Gap.

ED 331 959

**Saint Norbert Coll., West DePere, Wis.**
A Resource Guide in the Visual Arts for Youth with Exceptional Educational Needs.

ED 332 388

**San Diego City Schools, Calif.**
Going Places: An Enrichment Program To Empower Students.

ED 332 087

**San Mateo Community Coll. District, Calif.**
Report on the San Mateo County Community College District Transfer Students, 1988-89.

ED 332 779

**Scottish Council for Research in Education.**
The Evaluation of Educational Programmes: Methods, Uses and Benefits. Part A, Volume 24. Report of the Educational Research Workshop (North Berwick, Scotland, November 22-25, 1988).

ED 333 011//

**Shannon and McCall Consulting Ltd., Ottawa (Ontario).**
Child Sexual Abuse: Problems, Perspectives and Programs for Schools in the 1990s. A Guide for School Administrators.

ED 332 374

**Sierra Community Coll. District, Rocklin, CA. Office of Research and Institutional Planning.**
Matriculation Student Survey, Spring, 1990.

ED 332 766

**Sierra Community Coll., Rocklin, CA. Mathematics Dept.**
The Noble Path: Buddhist Art of South Asia and Tibet. Teacher's Packet.

ED 332 924

Sierra College Algebra Student Survey Results.

ED 332 765

**Smith Richardson Foundation, Inc., Greensboro, N.C.**
Ill Fares the Land: The Consequences of Home-

lessness and Chronic Poverty for Children and Families in New York City.

ED 333 061

**Smithsonian Institution, Washington, DC. Arthur M. Sackler Gallery.**
The Education and Lifestyle of the Chinese Literati. Lesson Plan.

ED 332 923

A Jeweler's Eye: Islamic Arts of the Book from the Vever Collection.

ED 332 922

Yani: The Brush of Innocence. Teacher's Activity Packet, Grades One through Five.

ED 332 925

**Society for Adolescent Medicine, Granada Hills, CA.**
Adolescents with Chronic Illnesses—Issues for School Personnel. Second Edition. CYDLINE Reviews.

ED 332 408

Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.

ED 332 410

Promoting Decision-Making Skills by Youth with Disabilities: Health, Education, and Vocational Choices. 2nd Edition. CYDLINE Reviews.

ED 332 409

Youth with Disabilities and Chronic Illnesses: An Introductory Guide for Youth and Parents. CYDLINE Reviews.

ED 332 406

Youth with Disabilities and Chronic Illnesses: International Issues. CYDLINE Reviews.

ED 332 407

**Society of General Internal Medicine.**
Minimum Knowledge and Skills Objectives for Alcohol and Other Drug Abuse Teaching.

ED 332 567

**Society of Teachers of Family Medicine, Kansas city, Mo.**
Minimum Knowledge and Skills Objectives for Alcohol and Other Drug Abuse Teaching.

ED 332 567

**Soil Conservation Service (DOA), Washington, D.C.**
Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.

ED 331 965

**South Carolina Commission on Higher Education, Columbia.**
Assessing Assessment: An In-depth Status Report on the Higher Education Assessment Movement in 1990. The First Report of a National Survey. Higher Education Panel Report Number 79.

ED 332 625

**South Carolina State Dept. of Education, Columbia.**
Audit Guidelines for 1989-90: Single Audit Act of 1984.

ED 332 298

Your Child and Your Daily Newspaper: A Handbook for Parents.

ED 332 791

**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
Comprehensive Career Guidance Program. A Guide for Program Development.

ED 332 065

**South Dakota Board of Regents, Pierre.**
South Dakota Board of Regents Systemwide Quality-of-Life Policies.

ED 332 578

**Southern Connecticut State Univ., New Haven.**
Multi Image in Library Instruction. Research Bulletin No. 3, Spring 1986.

ED 332 701

Salary Data for MLS Degree Recipients, 1984. Research Bulletin No. 1, Spring 1985; No. 2, Spring 1986; No. 7, Spring 1989.

ED 332 700

Unions for Academic Library Support Staff. Research Bulletin No. 4, Fall 1986.

ED 332 702

**Southern Illinois Univ., Carbondale.**

Farce: A History from Aristophanes to Woody Allen.

ED 332 177//

**Southern Illinois Univ., Carbondale. School of Technical Careers.**
Enucleation Procedure Manual.

ED 332 015

**South Mountain Community Coll., Phoenix, AZ.**
A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.

ED 332 744

**Southwest Educational Development Lab., Austin, Tex.**
Channel One: Are Schools Trading Captive Student Audiences for Free Equipment?

ED 332 664

What Curriculum for the 21st Century?

ED 332 663

**Southwest Texas State Univ., San Marcos.**
Linkages: Texas Higher Education Drug Abuse Prevention Digest. Vol I, No. 1.

ED 332 583

**Special Education Programs (ED/OSERS), Washington, DC.**
Annotated Bibliography on Transition from School to Work. Volume 5.

ED 332 428

Considerations and Implications When Reading Stories to Young Deaf Children. Occassional Paper 133.

ED 332 441

Parents' Reports of Students' Involvement with Vocational Rehabilitation Agencies in the First Years after Secondary School. A Report from the National Longitudinal Transition Study of Special Education Students.

ED 332 429

Reconceptualization of Financing under P.L. 99-457, Part H.

ED 332 454

The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults. Final Report.

ED 332 456

**Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.**
Charlotte Circle Project 1985-1988. Final Report.

ED 332 385

**Spencer Foundation, Chicago, Ill.**
Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.

ED 332 812

How Friends Influence Adolescents' Adjustment to School.

ED 332 813

The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.

ED 332 330

**SRI International, Menlo Park, Calif.**
Computer Crime: Criminal Justice Resource Manual (Second Edition).

ED 332 671

Parents' Reports of Students' Involvement with Vocational Rehabilitation Agencies in the First Years after Secondary School. A Report from the National Longitudinal Transition Study of Special Education Students.

ED 332 429

Teacher-Centered Model of Technology Integration: End of Year 3. Cupertino-Fremont Model Technology Schools Project Research Findings.

ED 332 326

**Staffordshire Polytechnic, Stoke-on-Trent (England). Dept. of Geography and Recreation Studies.**
Some Aspects of Language Planning in Quebec and in Finland. Discussion Papers in Geolinguistics, 17.

ED 332 531

Stanford Univ., Calif. Center for Educational Research at Stanford.
Women's Participation in Higher Education: Cross-National Trends, Antecedents, and Consequences.
ED 332 561

State Higher Education Executive Officers Association.
Developing Jointly Registered Teacher Education Programs To Increase Minority Baccalaureate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).
ED 332 991

State Univ. of New York, Albany. Office of Institutional Research and Planning.
Instructional Locations away from the Main Campus, Fall 1990, State University of New York. Report Number 16-91.
ED 332 604

State Univ. of New York, Albany. Univ. Libraries.
Dissertations 1979-1989: A Cumulative Bibliography of University at Albany Doctoral Dissertations.
ED 332 730

State Univ. of New York, Geneseo. Coll. at Geneseo.
A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.
ED 332 155

State Univ. of New York, Oneonta. Coll. at Oneonta. Eastern Stream Center on Resources and Training.
Distance Learning Using Digital Fiber Optics: Applications, Technologies, and Benefits.
ED 332 845
Grade Retention and Placement: Considerations for Dropout Prevention.
ED 332 792

State Univ. of New York, Saratoga Springs. Empire State Coll.
Golden Hill, Volume Five. Work and Learning.
ED 331 968
Golden Hill, Volume Four [Education Issue].
ED 331 967

State Univ. of New York, Stony Brock.
Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions.
ED 333 053

State Univ. of New York, Utica/Rome. Inst. of Technology.
A Drug-Free School & Workplace.
ED 332 587

State Univ. System of Florida, Tallahassee. Board of Regents.
Economics Program Review in the State University System of Florida.
ED 332 893
Review of Geography: State University System of Florida.
ED 332 894

Statistics Canada, Ottawa (Ontario).
Survey of Literacy Skills Used in Daily Activities.
ED 332 557

Substance Abuse Librarians and Information Specialists.
How To Start and Run an Alcohol and Other Drug Information Centre: A Guide.
ED 332 106

Surrey Univ. (England). Surrey European Management School.
Human Resource Development for International Operation.
ED 332 044

Syracuse Univ., NY. Kellogg Project.
English Language Adult Education Books: Their Value to Adult Educators. Technical Report Series. Technical Report No. 4.
ED 332 023

Kellogg Adult Education Thesaurus. Technical Report Series. Technical Report No. 5. Second Edition.
ED 332 024

Task Force on Minorities in the Newspaper Business, Reston, VA.
Cornerstone for Growth: How Minorities Are Vital to the Future of Newspapers.
ED 332 173

Tasmanian Education Dept., Hobart (Australia).
Secondary Education: The Future. Policy Statement.
ED 332 896

Tennessee Higher Education Commission, Nashville.
Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.
ED 332 309
Tennessee Public Education: Five Years of Accomplishments and Challenges for the Future. Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission.
ED 332 311

Tennessee State Board of Education, Nashville.
Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.
ED 332 309
Tennessee Public Education: Five Years of Accomplishments and Challenges for the Future. Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission.
ED 332 311

Tennessee State Library and Archives, Nashville.
Nashville '90: Annual Meeting of the White House Conference on Library and Information Services Taskforce (WHCLIST) (11th, Nashville, Tennessee, August 16-18, 1990). Final Conference Report.
ED 332 714
The Tennessee Governor's Conference on Library and Information Services (3rd, Nashville, Tennessee, October 14-16, 1990). Final Conference Report.
ED 332 715

Tennessee Univ., Knoxville. Coll. of Education.
An Interdisciplinary Approach to Training the Arrhythmic Child. Final Project Report and Addendum to Final Project Report.
ED 332 387

Texas Education Agency, Austin.
Development of the Texas Oral Proficiency Test (TOPT). Final Report.
ED 332 522
Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
ED 333 003

Texas Higher Education Coordinating Board, Austin.
Improvement for Undergraduate Education in Texas: College-Level Competencies.
ED 332 650
Master Plan for Texas Higher Education 1990.
ED 332 638
Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1989-August 31, 1990.
ED 332 637

Texas Univ., Austin. Dept. of Educational Administration.
Comparative Higher Education: Bibliography
ED 332 634

Texas Univ., Austin. Hogg Foundation for Mental Health.
Internalizing and Externalizing Subgroups of

Peer-Rejected Children.
ED 332 827

Texas Univ., Austin. Measurement and Evaluation Center.
Validity Study of the U.T. Austin Test for Credit in Chinese: Spring and Fall 1985 and Spring 1986. RB-86-5.
ED 333 040

TIU Adult Education and Job Training Center, Lewistown, PA.
The Parent/Student Study Skills Connection.
ED 332 053

Training Research Corp., Santa Monica, CA.
The Role and Quality of Proprietary Schools: Minnesota Students' Perspectives.
ED 332 038

Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
Vocabulary in ESP: A Lexical Analysis of the English of Electronics and a Study of Semi-Technical Vocabulary. CLCS Occasional Paper No. 25.
ED 332 551

Tufts Univ., Medford, Mass.
Parental Caregiving and Child Externalizing Behavior in Nonclinical Samples: A Meta-Analysis.
ED 332 819

United Nations Development Programme, New York, NY.
Automation of the Comprehensive Science Library: Promotion of Scientific and Technological Information Service, Republic of Korea. [Restricted Technical Report.]
ED 332 707

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).
ED 332 852
National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan (Islamabad, Pakistan, September 12-21, 1989). Report.
ED 332 001

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Meeting the Basic Learning Needs of Out-of-School Children: Non-Formal Approaches.
ED 332 817
Researching Literacy in Industrialised Countries: Trends and Prospects. UIE Reports 2.
ED 332 045

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Automation of the Comprehensive Science Library: Promotion of Scientific and Technological Information Service, Republic of Korea. [Restricted Technical Report.]
ED 332 707
Mobilization and Management of Financial Resources for Eduction (A Synthesis of a Few Case Studies). Reports/Studies Working Series No. S.137.
ED 332 313
Practical Guide for the School Principal: A Methodological Guide to Educational Administration and Management for the Training of Primary School Principals. Revised.
ED 332 304

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
Country Reports.
ED 332 920
Subregional Seminar on Teaching Training in Environmental Education for Asia (Serdang, Selangor, Malaysia, November 15-22, 1987). Final Report.
ED 332 919

United Nations Educational, Scientific and

**Wisconsin Univ., Madison. School of Library and Information Studies.**
Libraries as Partners in Adult Literacy.
ED 332 724

**Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.**
Statewide VTAE Staff Training Needs Assessment. Final Report.
ED 331 961

**Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.**
Traumatic Brain Injury and Vocational Rehabilitation.
ED 332 478

**Women's Bureau (DOL), Washington, D.C.**
Earnings Differences between Women and Men. Facts on Working Women No. 90-3.
ED 331 992
Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.
ED 332 910
State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.
ED 331 990
Women in the Skilled Trades and in Other Manual Occupations. Facts on Working Women No. 90-5.
ED 331 993
20 Facts on Women Workers. Facts on Working Women No. 90-2.
ED 331 991

**Women's Educational Equity Act Program (ED), Washington, DC.**
Going Places: An Enrichment Program To Empower Students.
ED 332 087
Strategies for Maintaining a Support Group.
ED 332 391

**World Bank, Washington, D. C.**
The African Capacity Building Initiative: Toward Improved Policy Analysis and Development Management in Sub-Saharan Africa.
ED 332 917
Argentina: Reallocating Resources for the Improvement of Education. A World Bank Country Study.
ED 332 916
Household Consequences of High Fertility in Pakistan. World Bank Discussion Paper Series No. 111.
ED 332 913

**World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).**
What School for Africa in the Year 2000? Report of the Proceedings of the Pan-African Conference on Education (Yaounde, Cameroon, April 2-9, 1984).
ED 332 278

**World Eagle, Inc., Wellesley, MA.**
Asia Today: An Atlas of Reproducible Pages. 1991 Revised Edition.
ED 332 927
Los Dias de Los Muertos. The Days of the Dead. 1991 Edition.
ED 332 907

**World Health Organization, Copenhagen (Denmark). Regional Office for Europe.**
Compendium of English Language Course Syllabi and Textbooks in Health Economics.
ED 332 918

**World Health Organization, Geneva (Switzerland).**
How To Start and Run an Alcohol and Other Drug Information Centre: A Guide.
ED 332 106

**Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.**
Children's and Mother's Judgments about the Acceptable Use of Corporal Punishment.
ED 332 829

**Yosemite Community Coll. District, Modesto, CA.**
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.
ED 332 734

This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The Publication Types are displayed in a classified index arrangement, according to the outline below.

Code ———————— (052) Guides - Classroom - Teacher ———————— Publication Type

Title ———————— The First Amendment: Free Speech & a Free Press. ———— Accession Number
A Curriculum Guide for High School Teachers.

ED 261 929

---

### PUBLICATION TYPE CATEGORIES

| CODE | CATEGORY | CODE | CATEGORY |
|---|---|---|---|
| 010 | BOOKS | 080 | JOURNAL ARTICLES |
| | COLLECTED WORKS | 090 | LEGAL/LEGISLATIVE/REGULATORY MATERIALS |
| 020 | — General | 100 | AUDIOVISUAL/NON-PRINT MATERIALS |
| 021 | — Conference Proceedings | 101 | — Computer Programs |
| 022 | — Serials | 102 | — Machine-Readable Data Files (MRDF) |
| 030 | CREATIVE WORKS (Literature, Drama, Fine Arts) | 110 | STATISTICAL DATA (Numerical, Quantitative, etc.) |
| | DISSERTATIONS/THESES | 120 | VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.) |
| 040 | — Undetermined | | |
| 041 | — Doctoral Dissertations | | REFERENCE MATERIALS |
| 042 | — Masters Theses | 130 | — General |
| 043 | — Practicum Papers | 131 | — Bibliographies |
| | GUIDES | 132 | — Directories/Catalogs |
| 050 | — General | 133 | — Geographic Materials |
| 051 | — Classroom Use | 134 | — Vocabularies/Classifications/Dictionaries |
| | — Instructional Materials (For Learner) | | REPORTS |
| 052 | — Teaching Guides (For Teacher) | 140 | — General |
| 055 | — Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations) | 141 | — Descriptive |
| | | 142 | — Evaluative/Feasibility |
| | | 143 | — Research/Technical |
| 060 | HISTORICAL MATERIALS | 150 | SPEECHES, CONFERENCE PAPERS |
| 070 | INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic) | 160 | TESTS, EVALUATION INSTRUMENTS |
| | | 170 | TRANSLATIONS |
| | | 171 | — Multilingual/Bilingual Materials |
| 071 | — ERIC Information Analysis Products (IAP's) | | |
| 072 | — Book/Product Reviews | | |

---

**(010) Books**

The Abilities of Gifted Children.
ED 332 398

Blacks in the White Establishment? A Study of Race and Class in America.
ED 333 067//

Collaborative Research and Social Change: Applied Anthropology in Action.
ED 333 072//

Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
ED 332 835

Effective Economic Education in the Schools. Reference & Resource Series.
ED 332 904

Effective Programs for Students At Risk.
ED 332 290

Exploring Reading: Empowering Readers with Special Needs.
ED 332 156//

Farce: A History from Aristophanes to Woody Allen.
ED 332 177//

Fulbright in New Zealand.
ED 332 612

He-Said-She-Said: Talk as Social Organization among Black Children.
ED 333 065//

Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.
ED 332 635//

A Primer on Year-Round Education.

ED 332 271

Recent Developments in the Theory of Involuntary Unemployment.
ED 332 027

Rosa Parks: The Movement Organizes.
ED 333 062//

Schools as Collaborative Cultures: Creating the Future Now.
ED 333 064

The Scribal Society: An Essay on Literacy and Schooling in the Information Age.
ED 332 176//

Soul of America: Documenting Our Past, 1492-1974.
ED 332 882

Stokely Carmichael: The Story of Black Power.
ED 333 060//

Traumatic Brain Injury and Vocational Rehabilitation.
ED 332 478

Writers at Work: A Process Approach to Writing for Grades 4 through 6.
ED 332 190//

**(020) Collected Works - General**

Adolescent Behavior Change: A Review.
ED 332 086

Australian Teachers' Careers. Teachers in Society.
ED 332 968//

Collaborative Research and Social Change: Applied Anthropology in Action.
ED 333 072//

Developing Minds: A Resource Book for Teach-

ing Thinking. Revised Edition, Volume 1.
ED 332 166

Developing Minds: Programs for Teaching Thinking. Revised Edition, Volume 2.
ED 332 167

Disabled Youth: From School to Work.
ED 332 467

The Diversity Challenge: A Collection of Model Programs.
ED 332 762

Minority Recruitment and Retention in ARL Libraries. SPEC Kit 167.
ED 332 717

Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.
ED 332 635//

Readings in Educational Supervision from "Educational Leadership."
ED 332 258

Readings in Educational Supervision, Volume 2.
ED 332 259

Schools as Collaborative Cultures: Creating the Future Now.
ED 333 064

Student Employment Programs in ARL Libraries. SPEC Kit 168.
ED 332 718

Student Foreign Language Projects at RUC. ROLIG papir 42.
ED 332 547

Teachers' Professional Development. Teachers in Society Series.
ED 332 970//

Testing and Assessment. Special Collection

Number 1.
ED 332 165

Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
ED 333 003

Traumatic Brain Injury and Vocational Rehabilitation.
ED 332 478

"What Can We Do about Youth Suicide?"
ED 332 107

Women in the Linguistics Profession: The Cornell Lectures. Conference on Women in Linguistics (Ithaca, New York, June 1989).
ED 332 504

Youth and Drugs: Society's Mixed Messages. OSAP Prevention Monograph-6.
ED 332 105

## (021) Collected Works - Proceedings

Academic Libraries: Reaching Up and Stretching Out. Proceedings of the Spring Meeting of the Nebraska Library Association, College and University Section (Crete, Nebraska, May 25, 1990).
ED 332 703

Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).
ED 332 042

Beyond Creating: Roundtable Series.
ED 332 936

Catch the Wave: The Future Is Now. Proceedings of the National Conference of the Association for Media and Technology in Education in Canada (St. John's, Newfoundland, Canada, June 9-12, 1990).
ED 332 668

The CDCC Teacher Bursaries Scheme. European Teachers' Seminar on "Towards Intercultural Education: Training for Teachers of Gypsy Pupils" (Benidorm, Spain, June 9-13, 1989).
ED 332 836

Child and Adolescent Service System Program Technical Assistance Research Meeting: Summary of Proceedings (Washington, DC, May 1-2, 1990).
ED 332 434

Decision 2000: Moving Beyond Boundaries. Contributed Papers Presented at the Joint Conference of the Arizona State Library Association and the Arizona Educational Media Association (Phoenix, Arizona, November 13-17, 1990).
ED 332 705

Developing Jointly Registered Teacher Education Programs To Increase Minority Baccalaureate Achievement. Proceedings of a Statewide Invitational Conference of Two- and Four-Year Colleges (Albany, New York, April 5, 1990).
ED 332 991

Developing Leadership in Geriatric Education: An Annual Faculty Institute. Proceedings of the Summer Geriatric Institute (4th, Lexington, Kentucky, July 24-27, 1989).
ED 332 064

Drunk Driving. Surgeon General's Workshop. Proceedings (Washington, D.C., December 14-16, 1988).
ED 332 595

Education for All. South East Asia and South Pacific Sub-Regional Conference Report (Darwin, Northern Territory, Australia, October 14-19, 1990).
ED 332 852

Education in Art: Future Building. Proceedings of a National Invitational Conference. (Los Angeles, California, February 2-4, 1989).
ED 332 935

Enhancing Opportunities for Higher Education among Underrepresented Students.
ED 332 628

Enumerating Homeless Persons: Methods and Data Needs. Conference Proceedings [November 1990].
ED 332 076

The Evaluation of Educational Programmes: Methods, Uses and Benefits. Part A, Volume 24. Report of the Educational Research Workshop (North Berwick, Scotland, November 22-25, 1988).
ED 333 011//

A Foot in the Door: Rural Communities Involved in Educational Change.
ED 332 841

Learning in the Future. The ThinkAhead Project: Forum No. 1 [and] Summary of Project.
ED 332 782

Nashville '90: Annual Meeting of the White House Conference on Library and Information Services Taskforce (WHCLIST) (11th, Nashville, Tennessee, August 16-18, 1990). Final Conference Report.
ED 332 714

National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan (Islamabad, Pakistan, September 12-21, 1989). Report.
ED 332 001

Next Steps: A National Family Agenda for Children Who Have Emotional Disorders. Conference Proceedings (Arlington, Virginia, December 10-11, 1988).
ED 332 423

Not Aid, Cooperation. European Congress on Continuing Education and Training (3rd, Berlin, Federal Republic of Germany, March 14-15, 1991).
ED 332 052

Proceedings of a Symposium on Year-Round School. A Training Event (Tampa, Florida, November 8-9, 1990).
ED 332 843

Roundtable Series II. Proceedings Report.
ED 332 934

Strategies for Success: Achieving the National Urban Education Goals. Proceedings from Meetings with Representatives from 70 National Education, Business and Philanthropic Organizations.
ED 333 090

Subregional Seminar on Teaching Training in Environmental Education for Asia (Serdang, Selangor, Malaysia, November 15-22, 1987). Final Report.
ED 332 919

The Tennessee Governor's Conference on Library and Information Services (3rd, Nashville, Tennessee, October 14-16, 1990). Final Conference Report.
ED 332 715

Texas Master Teacher Examination. Symposium Presented at the Annual Conference of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
ED 333 019

What School for Africa in the Year 2000? Report of the Proceedings of the Pan-African Conference on Education (Yaounde, Cameroon, April 2-9, 1984).
ED 332 278

Youth at High Risk for Substance Abuse. Proceedings of a Technical Review on "Special Youth Populations–What Etiology Suggests about Prevention and Treatment Programming" (Rockville, Maryland, July 16-17, 1986).
ED 332 096

## (022) Collected Works - Serials

Adolescents, AIDS and HIV. Resources.
ED 332 987

The American Constitutional Bicentennial Gazette, Issue Nos. 26-30.
ED 332 901

Arab World Almanac. Volume 1, Numbers 1-3, 1989-90.
ED 332 942

Authentic Assessment.
ED 332 958

Bar Associations Share Their Tips for Working with the Schools. Technical Assistance Bulletin No. 1.
ED 332 881

Beginning To Understand Why Older Students Drop Out of College: A Path Analytic Test of the Bean/Metzner Model of Nontraditional Student Attrition.
ED 332 598

By the Numbers: Population Studies and the Curriculum.
ED 332 908

Channel One: Are Schools Trading Captive Student Audiences for Free Equipment?
ED 332 664

Civic Education.
ED 332 909

Community College Journal for Research and Planning, Volume VII, Numbers 1 and 2.
ED 332 733

Computer-Assisted Instruction: A Review of the

Literature.
ED 332 673

Continuing Vocational Training in France. Review and Perspectives.
ED 331 955

Cooperative Learning–Part 2: The Classroom Teacher.
ED 332 969

Drug-Free Schools: A National Challenge. Drug Testing.
ED 332 696

Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.
ED 332 697

Employment and People with Disabilities.
ED 332 468

Experienced Workers–Reserve Capital.
ED 332 028

Faculty Representation Elections–1965-1990.
ED 332 624

Golden Hill, Volume Five. Work and Learning.
ED 331 968

Golden Hill, Volume Four [Education Issue].
ED 331 967

IFS Bibliographie Moderner Fremdsprachenunterricht, 20 (1989) Nr. 2-4 (Bibliography of Modern Language Instruction, Vol. 20 (1989) Nos. 2-4).
ED 332 506

[Issues in California Community Colleges].
ED 332 732

Linkages: Texas Higher Education Drug Abuse Prevention Digest. Vol I, No. 1.
ED 332 583

The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.
ED 332 330

NAME Newsletter. Issues 1-7. 1987-1989.
ED 332 555

New Perspectives on Civic Education.
ED 332 602

Not Aid, Cooperation. European Congress on Continuing Education and Training (3rd, Berlin, Federal Republic of Germany, March 14-15, 1991).
ED 332 052

Partnerships in Education.
ED 333 068

PRISE Reporter, Volume 21, No. 1-5, October 1989-June 1990.
ED 332 436

Problems in Calculating and Comparing Dropout Rates. ERS Research Digest.
ED 332 272//

Reaching Out to Rural Learners. Rural Economy Series Bulletin 1.
ED 332 832

Real Restructuring through Technology.
ED 332 318

Resources in Education (RIE). Volume 26, Number 10.
ED 331 948

A Responsive High School Feedback System.
ED 332 600

Self-Advocacy, Feature Issue of IMPACT.
ED 332 430

Sexually Victimized Boys.
ED 332 393

Teaching with Technology.
ED 332 438

Tests in School–Seen through the Eyes of the Teachers.
ED 333 025

The Wallaces of Iowa.
ED 332 895

What Curriculum for the 21st Century?
ED 332 663

YALA Journal, 1990.
ED 331 954

Year-Round Education: Learning More for Less.
ED 332 274

## (030) Creative Works

Christy's Chance: It's Your Choice!
ED 332 063

Danny's Dilemma. It's Your Choice!
ED 332 057

Serena's Secret. It's Your Choice!
ED 332 060

YALA Journal, 1990.

ED 331 954

**(040) Dissertations/Theses - Undetermined**

Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.
ED 332 141

A Comparison of Some Portions of the Developmental Theories of Daniel N. Stern and Margaret S. Mahler.
ED 332 110

Independents, Actives, and Pledges: A Comparison of Academic Achievement.
ED 332 596

Premarital Sexual Attitudes and Behavior of Adolescents and Young Adults: A Review of Current Literature.
ED 332 142

Turning the Kaleidoscope: Poetry in the E.S.L. Classroom.
ED 332 534

**(041) Dissertations/Theses - Doctoral Dissertations**

An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.
ED 332 532

A Model for Strategic Planning for a Community College Threatened by the Changes in the Military Environment.
ED 332 775

The Role of the University Presidential Spouse as Perceived by Spouses and Chairs of Boards of Trustees at Association of American Universities Affiliated Institutions. Executive Summary.
ED 332 644

**(042) Dissertations/Theses - Masters Theses**

A Comparative Analysis of Methods Used in Preparation for Occupational Testing.
ED 332 014

A Comparison of the Whole Language Philosophy of Instruction with the Basal Reading Program. Grades K-2.
ED 332 161

Enhancing a Child's Self-Concept.
ED 332 229

Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.
ED 332 731

Teaching Science to Students with Limited English Proficiency Using Cooperative Learning Techniques.
ED 332 514

The Use of Humor in the English as a Second Language Classroom.
ED 332 535

**(043) Dissertations/Theses - Practicum Papers**

Broadening School Psychological Services through Program Evaluation and Modification That Emphasized Curriculum Based Assessment.
ED 332 457

Computer-Assisted Instruction in Treble Clef Note Reading for Gifted, Primary Students.
ED 332 399

The Creation of a Strategic Planning Model for the Student Development Department at Winnipeg Bible College: Governance and Management.
ED 332 570

Establishing Behavioral and Assessment Criteria through the Use of a Behavioral Level System for Dealing with Self Contained EH Elementary School Children.
ED 332 426

Improving Parenting Skills of Incarcerated Males in a Community Correctional Center.
ED 332 037

Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.
ED 332 164

Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.
ED 332 093

Improving the Problem Solving Skills of At-Risk High School Mathematics Students through Cooperative Work Groups and Computer-Assisted

Instruction.
ED 332 874

A Metacognitive Approach to Written Language Instruction for Primary Learning Disabled Students.
ED 332 403

Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.
ED 332 234

A Study To Determine the Drinking Patterns and Related Behaviors of SEEK Program Students. Societal Factors.
ED 332 120

Teaching Elementary School Teachers Cognitive-Behavioral Techniques To Address ADDH Behaviors in the Classroom Setting.
ED 332 427

Using Computer Assisted Instruction To Improve Student's Performance Skills in Social Studies.
ED 332 950

Videotaped Mathematics Instruction Used as a Resource in Compensating for Absence.
ED 332 876

**(050) Guides - General**

Building Partnerships with Agencies & Employers To Help High Risk Students Succeed. The AACJC/Kellogg Beacon Colleges Initiative.
ED 332 750

Colorado's Guaranteed Graduate Process.
ED 332 320

Developing an Effective Teacher Mentor Program. Fastback 319.
ED 332 996

An Employer's Guide to Dealing with Substance Abuse.
ED 332 095

Institutional Research: The Key to Successful Enrollment Management.
ED 332 745

National Information Policies. A Handbook on the Formulation, Approval, Implementation and Operation of a National Policy on Information.
ED 332 716

Recruiting and Retaining Newspaper Minority Employees: How to Do It.
ED 332 172

Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.
ED 331 965

What You Can Do about Drug Use in America.
ED 332 094

**(051) Guides - Classroom - Learner**

Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.
ED 331 966

Alcohol: The Real Story. It's Your Choice.
ED 332 059

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach 1, 2. Trainer's Manual.
ED 331 996

Back to School: Warnings and Advice to the Older Graduate Student.
ED 332 217

Christy's Chance: It's Your Choice!
ED 332 063

Creative Nutrition Education–An Integrated Approach. A Recommended Guide for Oklahoma, Elementary Level. Fourth Edition.
ED 332 990

Danny's Dilemma. It's Your Choice!
ED 332 057

Dental Radiology I Student Guide [and Instructor Guide].
ED 331 962

The Education and Lifestyle of the Chinese Literati. Lesson Plan.
ED 332 923

Entering Adulthood: Balancing Stress for Success. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 069

Entering Adulthood: Examining Drugs and Risks. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 070

Entering Adulthood: Understanding Depression

and Suicide. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 071

Enucleation Procedure Manual.
ED 332 015

A Guide to Career Decisions. The Sky Is the Limit. Florida VIEW Careerbook.
ED 332 008

Integrated Humanities: A Participatory Course for a Multi-Cultural Environment.
ED 332 735

Into Adolescence: Avoiding Drugs. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 067

Into Adolescence: Communicating Emotions. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.
ED 332 068

A Jeweler's Eye: Islamic Arts of the Book from the Vever Collection.
ED 332 922

Job Coaching Manual. Great Falls Transition Project.
ED 332 382

Job Hunting? It's a Jungle out There! Jungle Survival Guide II.
ED 332 007

Learning Science by Studying Native American Pottery.
ED 332 854//

Marijuana: The Real Story. It's Your Choice!
ED 332 062

Mentally Tough: The Power To Do Your Best.
ED 332 115

The Noble Path: Buddhist Art of South Asia and Tibet. Teacher's Packet.
ED 332 924

Reading To Achieve: Strategies for Adult/College Learners.
ED 332 148

Serena's Secret. It's Your Choice!
ED 332 060

South Africa on the Move. A Tool Kit for Education and Action.
ED 331 960

Tobacco: The Real Story. It's Your Choice.
ED 332 056

Wacky Words for Traveling Tales: Logo Applications in Language Arts.
ED 332 669

Yani: The Brush of Innocence. Teacher's Activity Packet, Grades One through Five.
ED 332 925

**(052) Guides - Classroom - Teacher**

The Abilities of Gifted Children.
ED 332 398

Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.
ED 331 966

Approaches to Teaching about Korea in a World Cultures Social Studies Curriculum. A guide for Teachers.
ED 332 943

Approaches to Teaching about Southeast Asia in a World Cultures Social Studies Curriculum. A Guide for Teachers.
ED 332 944

Appropriate Testing
ED 332 751

Asia Today: An Atlas of Reproducible Pages. 1991 Revised Edition.
ED 332 927

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach 1, 2. Trainer's Manual.
ED 331 996

Baker's Dozen of the Best Ideas for College Learning Specialists.
ED 332 151

A Bill of Rights K-12 Resource Packet.
ED 332 905

Building Blocks for the Future. Kindergarten-Grade 12. A Developmental Framework for Life Choices. Maine Guide.
ED 332 010

Business Education Curriculum Standards K-12. Revised.
ED 332 049

Career Transitions for Adults. Maine Guide. A Developmental Framework for Life Choices.

ED 332 011

China in a World Cultures Social Studies Curriculum: A Guide for Teachers.

ED 332 939

Classroom Activities in Nutrition in Teenage Pregnancy. Bulletin No. 91140.

ED 332 961

Competency Based Entrepreneurship Training for Fulton County. Final Report.

ED 331 956

Contemporary Japan: A Teaching Workbook. Third Edition Revised.

ED 332 932

Creating Student Interest through Bulletin Board Ideas for Career Orientation. Final Report.

ED 331 973

Creative Nutrition Education–An Integrated Approach. A. Recommended Guide for Oklahoma, Elementary Level. Fourth Edition.

ED 332 990

Curriculum Design: High School Introductory Speech.

ED 332 253

Dental Radiology I Student Guide [and Instructor Guide].

ED 331 962

Developing a Promotional Plan for Adult Vocational Programs.

ED 331 977

Developing Short-Term Training Programs.

ED 331 976

Developmental Guidance Curriculum.

ED 331 989

Educational Research. A Guide for Preparing a Thesis or Dissertation Proposal in Education. Fifth Edition.

ED 332 953//

The Education and Lifestyle of the Chinese Literati. Lesson Plan.

ED 332 923

Electrical Curriculum.

ED 331 981

Electro-Mechanical Curriculum.

ED 331 985

Elementary Level Resources on China.

ED 332 940

Elementary Level Resources on Japan.

ED 332 938

English as a Second Language: Tutor Training Workshop Guide and Tutor Handbook.

ED 332 554

Entering Adulthood: Balancing Stress for Success. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 069

Entering Adulthood: Examining Drugs and Risks. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 070

Entering Adulthood: Understanding Depression and Suicide. A Curriculum for Grades 9-12. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 071

Exploring Reading: Empowering Readers with Special Needs.

ED 332 156//

Family Life Education Curriculum: Grade 7 through Grade 9 Level.

ED 332 892

First Steps: A Curriculum Plan for Early Childhood Education.

ED 332 784

Georgia 4-H Consumer Judging.

ED 332 031

Going Places: An Enrichment Program To Empower Students.

ED 332 087

Grammar Part 2. PEN 78.

ED 332 180

Guidelines for Grading.

ED 332 755

Guide to Implementing TAP. Teens for AIDS Prevention Project.

ED 332 988

A Guide to Motivational Procedures for Instruction.

ED 332 752

Hairdressing, Cosmetology and Barbering Cur-

riculum.

ED 331 984

Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.

ED 332 560

The Houston Chronicle: Your ESL Source. A Source Guide for Adults Learning English as a Second Language.

ED 332 553//

How To Teach the Bill of Rights.

ED 332 928

Indiana Developmental School Counseling Idea Book.

ED 332 088

Indiana Underground Railroad Folklore: Western Route and Daviess County.

ED 332 899

Indians in Oregon Today. A 4th Grade Social Studies Supplement.

ED 332 891

Instructor's Manual with Test Items for Myron H. Dembo's Applying Educational Psychology in the Classroom. Fourth Edition.

ED 332 999//

Integrated Humanities: A Participatory Course for a Multi-Cultural Environment.

ED 332 735

Into Adolescence: Avoiding Drugs. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 067

Into Adolescence: Communicating Emotions. A Curriculum for Grades 5-8. Contemporary Health Series. [Teacher's Guide and] Student Workbook.

ED 332 068

Japan in a World Cultures Social Social Studies Curriculum: A Guide for Teachers.

ED 332 937

A Jeweler's Eye: Islamic Arts of the Book from the Vever Collection.

ED 332 922

Junior High Computer Studies: Teacher Resource Manual.

ED 332 691

Learning Science by Studying Native American Pottery.

ED 332 854//

Los Dias de Los Muertos. The Days of the Dead. 1991 Edition.

ED 332 907

Making the System Work: An Advocacy Workshop for Parents. Families as Allies Project.

ED 332 411

Mentally Tough: The Power To Be Your Best. Teachers' Guide.

ED 332 116

Metal Trades Technology Curriculum.

ED 331 983

Microcomputer Software Technician Curriculum.

ED 331 988

Model Learner Outcomes for Agriculture/Agribusiness Education.

ED 332 047

Model Learner Outcomes for Home Economics Education.

ED 332 048

Model Learner Outcomes for Language Arts Education.

ED 332 201

Music: An Avenue for Cultural Literacy.

ED 332 799

The New "English" Teacher. A Guide to Using Captioned Television with Language Minority Students. Curriculum Guide.

ED 332 543

The Noble Path: Buddhist Art of South Asia and Tibet. Teacher's Packet.

ED 332 924

Omiyage. 1990 Revised Edition.

ED 332 926

Parents Helping in the Classroom. PEN 71.

ED 332 228

The Parent/Student Study Skills Connection.

ED 332 053

Plumbing and Heating Curriculum.

ED 331 980

Portfolio Assessment Group Responses and Academic Dialogue: Empowering Change in Writing Programs. Panel Papers.

ED 332 174

Project Exchange, Proyecto Intercambio: A Guide to Exploring Hispanic and North American Cultures.

ED 332 501

Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.

ED 332 983

Saying No to Alcohol.

ED 332 058

Saying No to Marijuana: A Teacher's Guide.

ED 332 061

Saying No to Tobacco: A Teacher's Guide.

ED 332 055

A Short Guide to Instructional Techniques.

ED 332 753

A Short Guide to the Writing of Instructional Objectives.

ED 332 757

A Short Guide to Understanding Individual Differences.

ED 332 756

Small Business Development Curriculum.

ED 331 986

Social Integration of Handicapped Students: Cooperative Goal Structuring. Research Brief for Teachers. Brief T1.

ED 332 383

Social Studies Curriculum Guide: Grade 6. Bulletin 1987, No. 62.

ED 332 889

Social Studies Curriculum Guide: Grade 9. Bulletin 1989, No 35.

ED 332 890

South Africa on the Move. A Tool Kit for Education and Action.

ED 331 960

Standardized Testing. The Teacher's & Instructor's Guide.

ED 332 749

Strategies for Developing the Affective Work Competencies of Marketing Education Students.

ED 332 036

Sugar Cane: A Bitter-Sweet Legacy. A Study of the Disappearing African-American Worker on the Sugar Cane Plantations in Southern Louisiana.

ED 332 931

Surgical Technician Curriculum.

ED 331 987

Survival Skills for the Real World. Revised.

ED 332 005

Teaching Reading through Humor.

ED 332 152

Teaching the Responsibilities of Citizenship. ERIC Digest.

ED 332 929

Techniques de Theatre Integrees a l'Enseignement du Francais 1989 = Theatre Techniques Integrated into the Teaching of French, 1989.

ED 332 233

Technology Edu-Camp 1988. Computer Aided Drafting & Design and Electronics. Adjunctive Report for the Program Improvement Administrator.

ED 332 000

Therapeutic Case Advocacy Trainers' Guide: A Format for Training Direct Service Staff and Administrators. Therapeutic Case Advocacy Project.

ED 332 420

Thinking About Drinking.

ED 332 589

A Training Guide for the Multigrade Classroom: A Resource Handbook for Small, Rural Schools.

ED 332 844

Turning the Kaleidoscope: Poetry in the E.S.L. Classroom.

ED 332 534

Using Small Group Work To Motivate English Students.

ED 332 224

Vocational Home Economics Education. Curriculum Standards K-12. Revised.

ED 332 050

Wacky Words for Traveling Tales: Logo Applications in Language Arts.

ED 332 669

Water Quality Indicators Guide [and Teacher's Handbook]: Surface Waters.

ED 331 965

Welding Curriculum.

ED 331 982

Who They Are–How We Teach. Early Adoles-

ED 332 112
Parents Helping in the Classroom. PEN 71.

ED 332 228
Pediatric Minimal Knowledge and Skills: The First Step in Developing a Curriculum in Alcohol and Other Drugs for Pediatricians.

ED 332 566
Peer Counseling in Higher Education. Essentials and Practice. Workbook.

ED 332 611
Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.

ED 332 381
Planning Human Resource Development through Equal Opportunities. A Handbook.

ED 332 030
Playgrounds for Infants, Toddlers, and Preschoolers.

ED 332 806
Policies and Programs for the 1990's: A Team Approach to the Prevention of Alcohol, Other Drug, and Traffic Safety Problems in Higher Education. 1989 Workshops.

ED 332 594
Policy Administration As Rhetoric: One Leader and His Arguments.

ED 332 365
Policy and Procedures Related to Drug and Alcohol Use.

ED 332 573
Policy Statement on Illicit Drugs and Alcohol.

ED 332 571
Practical Guide for the School Principal: A Methodological Guide to Educational Administration and Management for the Training of Primary School Principals. Revised.

ED 332 304
A Primer on Year-Round Education.

ED 332 271
Producing Distance Learning Materials: Cash and Other Constraints.

ED 332 654
Proficiency Sample Project.

ED 332 507
Public/Private Partnerships in Aging. Working with the Business Community on Eldercare. A Primer for the Aging Network.

ED 331 979
Readers, Writers, Teachers: The Process of Pedagogy.

ED 332 206
Readings in Educational Supervision from "Educational Leadership."

ED 332 258
Readings in Educational Supervision, Volume 2.

ED 332 259
Recouple: Natural Resource Strategies for Rural Economic Development.

ED 332 838
The Regents' Action Plan and Education of the Gifted. Revised.

ED 332 401
Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).

ED 332 301
Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education. Project ASSIST.

ED 332 471
Rights and Responsibilities of Young People in New York. A Legal Guide for Human Service Providers. Revised and Updated.

ED 332 903
Roanoke College Student Conduct Code 1990-91.

ED 332 574
Rural Schools and Community Development: A Conceptual Design Project.

ED 332 833
Selecting, Recruiting and Keeping Excellent Teachers: Problems and Solutions. AASA Critical Issues Report.

ED 332 282
Slow and Steady, Get Me Ready. A Parents' Handbook for Children from Birth to Age 5.

ED 332 802
Stifled Voices; Clashing Ideologies: Student Arguments and the American Jeremiad.

ED 332 211
Strategies for Maintaining a Support Group.

ED 332 391
Student Activities: Education or Recreation?

ED 332 263
Students and the Law. Fastback Series No. 317.

ED 332 373
Substance Abuse Policy

ED 332 590
Taming the Beast: Developing a Master Schedule for Multi-Track Secondary YRE.

ED 332 319
Teaching the Gifted.

ED 332 400
Teaching Thinking in College. Accent on Improving College Teaching and Learning.

ED 332 613
Teaching with Technology.

ED 332 438
Tech Prep Compendium of Models. [Revised].

ED 332 016
A Template for Preparing A Technology Applications Plan.

ED 332 670
Ten Step Guide for Comprehensive Educational Assessment of Students with Visual Impairments.

ED 332 472
Therapeutic Case Advocacy Workers' Handbook. Therapeutic Case Advocacy Project.

ED 332 419
A Training Guide for the Multigrade Classroom: A Resource Handbook for Small, Rural Schools.

ED 332 844
Transition Policies Affecting Services to Youth with Serious Emotional Disabilities. Youth in Transition Project.

ED 332 422
Tutoring and Teaching: Continuum, Dichotomy, or Dialectic?

ED 332 185
University of Bridgeport Drug Abuse Prevention Standards and Resources.

ED 332 588
University of Northern Colorado Drug and Alcohol Policy [and] Drug Prevention/Education Program at UNC [and] University of Northern Colorado Alcohol Use Survey.

ED 332 575
Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide. Revised.

ED 332 404
Vocational Technical Advisory Committees: A Guide for Their Effective Use.

ED 331 978
Volleyball Officiating: Overlapping and Ball Handling.

ED 332 989
VSU Campus Alcohol and Drug Policies and Procedures. Revised 1990. Program Design and Questionnaire.

ED 332 586
What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.

ED 332 614
What Did You Learn at Work Today?

ED 332 556
What Special Education Teachers Want To Know about AIDS.

ED 332 445
What Works: Workplaces Without Drugs.

ED 332 102
When the Kids Come First: Enhancing Self-Esteem.

ED 332 081
Where Shall I Go to College to Study Advertising?

ED 332 235
Workbook Series for Providing Services to Children with Handicaps and Their Families. Workbook for: Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.

ED 332 462
Working Models of Choice in Public Education. CPRE Report Series RR-018.

ED 332 350
Working with Underprepared Students: Strategies from Faculty.

ED 332 746
Workplace Competencies for Teachers and Tutors. Bridging the Gap.

ED 331 959
The Young Child's Need for Death Education.

ED 332 801

Your Child and Your Daily Newspaper: A Handbook for Parents.

ED 332 791

## (060) Historical Materials

Farce: A History from Aristophanes to Woody Allen.

ED 332 177//
Hypertext: A Tool for Academic Exploration.

ED 332 175
Jacques Prevert: "Modernism"--Conception and Perception of His Contemporary Society through His Poetry.

ED 332 178
Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.

ED 332 786
Merging Foreign and Domestic Information Policy Goals: The U.S. Government's Office of Technical Services (1946-1950).

ED 332 170
Recovering the Hispanic Past: Historiography in a Void.

ED 333 092
Rosa Parks: The Movement Organizes.

ED 333 062//
The Scribal Society: An Essay on Literacy and Schooling in the Information Age.

ED 332 176//
Services to the Nation: The Library of Congress.

ED 332 708
Soul of America: Documenting Our Past, 1492-1974.

ED 332 882
Special Considerations in Historical Research of Leisure of Ancient Societies.

ED 332 962
Stokely Carmichael: The Story of Black Power.

ED 333 060//

## (070) Information Analyses - General

Administrative Shortage in New England: The Evidence, the Causes, the Recommendations.

ED 332 260
Adolescent Suicide Postvention in Schools: Managing Grief of Peer Survivors.

ED 332 127
Alcohol Problems Prevention/Intervention Programs: Guidelines for College Campuses. Revised.

ED 332 593
American Media Domination and Audience Preference: A 60-Year Perspective.

ED 332 252
Anorexia Nervosa: Family Characteristics and Family Interaction Patterns.

ED 332 141
The Application of Contrastive Linguistics in Training Translators/Interpreters.

ED 332 550
Artificial Intelligence Measurement System, Overview and Lessons Learned. Final Project Report.

ED 332 677
Change in Schools: Facilitating the Process. SUNY Series in Educational Leadership.

ED 332 261
The Children's Video Marketplace.

ED 332 655
A Comparison of the Whole Language Philosophy of Instruction with the Basal Reading Program. Grades K-2.

ED 332 161
Competencies of Technically and Professionally Educated Nurses: A Meta-Analysis.

ED 332 610
Computer-Assisted Instruction: A Review of the Literature.

ED 332 673
Considerations and Implications When Reading Stories to Young Deaf Children. Occasional Paper 133.

ED 332 441
Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.

ED 332 835
Distance Education and Developing Countries.

ED 332 679
Distance Learning Using Digital Fiber Optics: Applications, Technologies, and Benefits.

ED 332 845
Dysmathematics: Facts and Theories Concerning

Mathematics Learning for Handicapped Pupils. Education and Psychological Interactions, No. 106.

ED 332 431

Early Intervention Regulation: Annotation and Analysis of Part H.

ED 332 450

Economic Productivity and Adaptability: Four State-of-the-Art Papers on the Highest Research Extension Priorities within the Twelve States and D.C. Northeast Region. Publication 60.

ED 332 860

Economic Values Implicit in the Social Construction of American Universities.

ED 332 632

Educational Reform in the 1980s: Explaining Some Surprising Success. NCEL Occasional Paper No. 5.

ED 332 343

Effective Programs for Students At Risk.

ED 332 290

The Effects of Applying Alternative Research Methods to Educational Administration Theory and Practice.

ED 332 337

Enhancing Opportunities for Higher Education among Underrepresented Students.

ED 332 628

Faculty Representation Elections–1965-1990.

ED 332 624

Foreigner Talk, Foreigner Register, and Teacher Talk.

ED 332 530

Formulating a Conceptual Model of Nontraditional Student Attrition and Persistence in Postsecondary Vocational Education Programs.

ED 332 012

The Future of Electronic Educational Networks: Some Ethical Issues.

ED 332 689

Higher Order Thinking in the Teaching of Social Studies: Connections between Theory and Practice.

ED 332 880

Home Schooling.

ED 332 291

Images of Leadership. NCEL Occasional Paper No. 7.

ED 332 345

Interagency Collaboration: An Annotated Bibliography for Programs Serving Children with Emotional Disabilities and Their Families. Therapeutic Case Advocacy Project.

ED 332 417

International Terrorism: A Guide to United States Government Documents.

ED 332 667

Is There a Conservative Ideology of Education?

ED 332 351

Labor Market Information for Business and Marketing Occupations. Draft.

ED 331 964

Laws Affecting Children with Special Needs: Selected Federal Statutes and Regulations.

ED 332 451

Learning Styles and Computers.

ED 332 268

Legal Rights of Persons with Disabilities: An Analysis of Federal Law.

ED 332 453

Libraries as Partners in Adult Literacy.

ED 332 724

Limitations on Change: Current Conditions Influencing Academic Intransigence in Educational Administration Programs.

ED 332 285

Media Agenda-Setting Theory: Points of Departure.

ED 332 245

Media and Discourse in the 20th Century Coffeehouse Movement.

ED 332 254

Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions.

ED 333 053

Merging Foreign and Domestic Information Policy Goals: The U.S. Government's Office of Technical Services (1946-1950).

ED 332 170

Miami's Spanish-Language Newspapers Report the 1988 Presidential Primary.

ED 332 171

Missouri Higher Education and Economic De-

velopment: Stimulating and Abetting Insightful Action.

ED 332 641

More Responsive High Schools, Student Information, and Problem Solving. Report No. 12.

ED 333 063

The Mutual Empowerment of Teachers and Principals.

ED 332 377

National Information Policies. A Handbook on the Formulation, Approval, Implementation and Operation of a National Policy on Information.

ED 332 716

National Library and Information Needs: Alternative Means of Fulfillment, with Special Reference to the Role of National Libraries.

ED 332 719

Networking: How To Permeate the Glass Ceiling–Some Highlights from Recent Studies of Networking among Women.

ED 332 356

New Settings and Changing Norms for Principal Development. NCEL Occasional Paper No. 6.

ED 332 344

The Oedipal Complex and Child Sexual Abuse Research: A Re-examination of Freud's Hypothesis.

ED 332 137

Organizing Adult Education for All.

ED 332 043

Overview of Selected Drug Trends.

ED 332 099

Physical Punishment and the Development of Aggressive and Violent Behavior: A Review.

ED 332 140

Premarital Sexual Attitudes and Behavior of Adolescents and Young Adults: A Review of Current Literature.

ED 332 142

Preparing School Administrators for the Twenty-First Century: The Reform Agenda. NCEL Occasional Paper No. 2.

ED 332 340

Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.

ED 332 983

Rationale and Methods To Articulate Ethics and Administrator Training.

ED 332 379

Recent Developments in the Theory of Involuntary Unemployment.

ED 332 027

Reclaiming Youth At Risk. Our Hope for the Future.

ED 332 292//

Researching Literacy in Industrialised Countries: Trends and Prospects. UIE Reports 2.

ED 332 045

Re-Thinking School Leadership: An Agenda for Research and Reform. NCEL Occasional Paper No. 1

ED 332 339

School Restructuring: A Case Study in Teacher Empowerment. NCEL Occasional Paper No. 4.

ED 332 342

Sexually Victimized Boys.

ED 332 393

Stopping Alcohol and Other Drug Use before It Starts: The Future of Prevention. OSAP Prevention Monograph-1.

ED 332 104

Structural Robustness and Ability Estimation in Item Response Theory: A Survey.

ED 333 034

Student Foreign Language Projects at RUC. ROLIG papir 42.

ED 332 547

A Study of Peer Tutor Training Programs: A League Report.

ED 332 777

Toward a Theory of School Leadership.

ED 332 378

Training Personnel for Children Affected by Alcohol or Drugs.

ED 332 487

Tutoring and Teaching: Continuum, Dichotomy, or Dialectic?

ED 332 185

Unions for Academic Library Support Staff. Research Bulletin No. 4, Fall 1986.

ED 332 702

The Use of Music and Its Effects on the Behavior and Academic Performance of Special Students:

A Review of the Literature.

ED 332 447

Using Interpreters and Translators To Meet the Needs of Handicapped Language Minority Students and Their Families. Program Information Guide Series No. 4.

ED 332 540

Using Performance Assessment for Accountability Purposes: Some Problems.

ED 333 008

What Makes a Difference? School Context, Principal Leadership, and Student Achievement. NCEL Occasional Paper No. 3.

ED 332 341

Who They Are–How We Teach. Early Adolescents and Their Teachers.

ED 332 993

Women's Participation in Higher Education: Cross-National Trends, Antecedents, and Consequences.

ED 332 561

## (071) Information Analyses - ERIC IAPS

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 3: Child Abuse.

ED 332 307

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 4: Substance Abuse.

ED 332 308

Briefs for Parents in Ready-to-Copy Form (English Version).

ED 332 861

Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.

ED 332 562

Drug-Free Schools: A National Challenge. Drug Testing.

ED 332 696

Educating the Consumer about Advertising: Some Issues. ERIC Digest.

ED 332 255

Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.

ED 332 697

A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.

ED 332 855

How To Teach the Bill of Rights.

ED 332 928

Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.

ED 332 533

Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.

ED 332 930

Teaching the Responsibilities of Citizenship. ERIC Digest.

ED 332 929

Testing and Assessment. Special Collection Number 1.

ED 332 165

## (080) Journal Articles

Books on Foreign Languages and Careers.

ED 332 490

English Only JAMAS.

ED 332 498

Family Resource Centers: A Way To Grow.

ED 332 394

Foreigner Talk, Foreigner Register, and Teacher Talk.

ED 332 530

Foster Care and Adoption of Handicapped Children.

ED 332 392

Maine: Cooperation between the Division of Special Education and Division of Alcohol and Drug Education Services.

ED 332 386

An Ontological Approach to Translation and Intranslatability.

ED 332 145

Student Activities: Education or Recreation?

ED 332 263

Students Who Create Jobs.

ED 332 849

## (090) Legal/Legislative/Regulatory Mate-

ERIC Calendar of Education-Related Conferences, 1991.

ED 332 727

ERIC Directory of Education-Related Information Centers.

ED 332 726

Guide to Corporate Support. Volume 1: Program Descriptions; Volume 2: Indexes. 1991 Edition. Education Interface Series.

ED 332 287//

Highly Recommended Audio-Visual Resources on China.

ED 332 941

IFS Bibliographie Moderner Fremdsprachenunterricht, 20 (1989) Nr. 2-4 (Bibliography of Modern Language Instruction, Vol. 20 (1989) Nos. 2-4).

ED 332 506

Inclusive Education for Learners with Severe Disabilities. Print and Media Resources.

ED 332 463

Japan in a World Cultures Social Social Studies Curriculum: A Guide for Teachers.

ED 332 937

Model Cross-Cultural Learning Programs. K-12 Program.

ED 332 912

A Resource Guide in the Visual Arts for Youth with Exceptional Educational Needs.

ED 332 388

Serving the Future: An Update on Adolescent Pregnancy Prevention Programs in Developing Countries.

ED 332 078

Where Shall I Go to College to Study Advertising?

ED 332 235

### (133) Reference Materials - Geographic

An Atlas of State Profiles Which Estimate Number of Migrant and Seasonal Farmworkers and Members of Their Families.

ED 332 857

### (134) Reference Materials - Vocabularies/-Classifications

Glossary of Acronyms, Laws, and Terms for Parents Whose Children Have Emotional Handicaps. Families as Allies Project. Second Edition.

ED 332 413

Kellogg Adult Education Thesaurus. Technical Report Series. Technical Report No. 5. Second Edition.

ED 332 024

### (140) Reports - General

Adolescent Behavior Change: A Review.

ED 332 086

Adolescents, AIDS and HIV: A Community-Wide Responsibility.

ED 332 986

AIDS/HIV Infection and the Workplace: NIDA Workgroup Report.

ED 332 101

Alcohol: The Real Story. It's Your Choice.

ED 332 059

Anti-Drug Abuse Strategy Report. State of New York. 1990 Update.

ED 332 080

Earnings Differences between Women and Men. Facts on Working Women No. 90-3.

ED 331 992

Educational Leadership in Alberta: A Study Conducted on Behalf of the Consortium.

ED 332 317

Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Full Report, with Commentary.

ED 332 957

In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns.

ED 332 085

Marijuana: The Real Story. It's Your Choice!

ED 332 062

The Oedipal Complex and Child Sexual Abuse Research: A Re-examination of Freud's Hypothesis.

ED 332 137

Taming the Beast: Developing a Master Schedule for Multi-Track Secondary YRE.

ED 332 319

Technical, Scientific and Procedural Issues of

Employee Drug Testing: Consensus Report.

ED 332 103

Tobacco: The Real Story. It's Your Choice.

ED 332 056

Unchanged Priorities: The Fiscal Year 1992 Bush Budget.

ED 333 071

Values Education in College and Universities: An Overview of Collaborative Projects between Student Affairs and Academic Affairs.

ED 332 231

Write Where You Are: The Off-Campus Composition Course.

ED 332 183

Youth and Drugs: Society's Mixed Messages. OSAP Prevention Monograph-6.

ED 332 105

20 Facts on Women Workers. Facts on Working Women No. 90-2.

ED 331 991

### (141) Reports - Descriptive

Achieving Curricular Coherence through the Teaching of Classic Texts, September 1, 1986-August 31, 1988.

ED 332 653

Adviser-Advisee Programs: Why, What and How.

ED 332 079

The African Capacity Building Initiative: Toward Improved Policy Analysis and Development Management in Sub-Saharan Africa.

ED 332 917

[Alcohol and Drug Education Program Materials.]

ED 332 582

America in the 21st Century: Social and Economic Support Systems.

ED 332 898

[Appalachian College Assessment Consortium Project.]

ED 332 649

Are We a Profession? An Emerging Profession?

ED 332 954

Argentina: Reallocating Resources for the Improvement of Education. A World Bank Country Study.

ED 332 916

Becoming an Expert Teacher in Informal Primary Education.

ED 332 974

Beyond Drill and Filler: The Computer/Composition Connection.

ED 332 537

Blackhawk Technical College Alcohol and Other Drug Abuse Program.

ED 332 577

Building Partnerships with Agencies & Employers To Help High Risk Students Succeed. The AACJC/Kellogg Beacon Colleges Initiative.

ED 332 750

Cadillacs or Chevrolets? The Effects of State Control on School Finance in California.

ED 332 315

Can Parent Involvement Lead to Increased Student Achievement in Urban Schools?

ED 333 079

Career Education. Wadena Public School System.

ED 332 021

The CDCC Teacher Bursaries Scheme. European Teachers' Seminar on "Towards Intercultural Education: Training for Teachers of Gypsy Pupils" (Benidorm, Spain, June 9-13, 1989).

ED 332 836

Champions of Literacy 1991.

ED 331 958

Change Impact–Building a Rural Telecommunications Network.

ED 332 013

The Classroom: Physical Environments That Enhance Teaching and Learning (An Investigation of the Teaching/Learning Environment at the University of California, Davis).

ED 332 618

Classroom Space: The Hendricks v Carroll Case and Its Impact on Special Education.

ED 332 474

The CO-CEP Initiative: The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents.

ED 332 486

Collegial Groups in School Improvement: Project

SIGN.

ED 332 300

Communities Creating Change: Exemplary Alcohol and Other Drug Prevention Programs 1990.

ED 332 098

Community College Exemplary Instructional Programs, Volume III.

ED 332 770

Community College Exemplary Instructional Programs, 1988-1989.

ED 332 769

Community Linkage Plan. Final Report.

ED 331 975

Community School District 4, New York City: A Case of Choice. CPRE Report Series TC-002.

ED 332 347

Community Service at Marist College: Expanding a Partnership.

ED 332 651

[Community Service Program, Westmont College.]

ED 332 645

Competency Based Entrepreneurship Training for Fulton County. Final Report.

ED 331 956

Competency Based Individualized Learning Modules: An Approach to Differentiated In-Service Education.

ED 332 776

Computer Assisted Instruction for Students with Mild Handicaps. Abstract 27: Research and Resources on Special Education.

ED 332 397

Cooperative Learning. What We Know About Series.

ED 332 281

Council for Cultural Co-Operation. EUDISED Data Network Group Meeting (Strasbourg, France, November 14-15, 1990).

ED 332 725

Country Reports.

ED 332 920

Criteria for the Establishment of New Public Colleges and Universities. Report 6.

ED 332 627

The Dailiness of School Collaboration.

ED 332 264

Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.

ED 332 461

The Developmental Level Writing Program at Michigan State University.

ED 332 214

Development of the Texas Oral Proficiency Test (TOPT). Final Report.

ED 332 522

Dimensions of Diversity: The Fenway Middle College High School Comes to Bunker Hill Community College.

ED 332 747

Disabled Youth: From School to Work.

ED 332 467

A Distance Education Approach to Continuing Legal Education in South Dakota Using Public Television Overnight Service.

ED 332 676

Distance Learning Using Digital Fiber Optics: Applications, Technologies, and Benefits.

ED 332 845

The Diversity Challenge: A Collection of Model Programs.

ED 332 762

Do or Die: Educational Pressure and Teenage Suicide in Japan.

ED 332 906

Economics Program Review in the State University System of Florida.

ED 332 893

Educational Choice in Washington State: A Case of Choice. CPRE Report Series TC-003.

ED 332 349

Educational Implications for Gifted Students in the Middle School Grades in Virginia. Implications for Gifted Early Adolescents.

ED 332 458

Effecting Institutional Change through Writing across the Curriculum: Ideology and Inner Dialogue.

ED 332 220

Effective Economic Education in the Schools. Reference & Resource Series.

ED 332 904

Employment and People with Disabilities.
ED 332 468

Empowerment/Being All That You Can Be: An Experiment towards a Multiculturalist Practice.
ED 332 182

Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.
ED 332 626

[Ethics and Values in] Science, Technology, and Society Education: Working Papers.
ED 332 949

Evaluating Faculty Development and Clinical Training Programs in Substance Abuse: A Guide Book.
ED 332 636

Evaluation and Validation: A Look at the Program Effectiveness Panel.
ED 333 045

Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90. Focus on F. B. Leon Guerrero Middle School.
ED 332 296

The Evolution of a Career Development Program.
ED 332 111

Exploring New Directions for Journalism Education: The Program at Ithaca College.
ED 332 249

Exploring the Airways for Adult Education. Section 310, Final Report.
ED 332 678

Extra-Rhetorical Restraints on Writing in Accounting.
ED 332 193

Fact Book, 1990-91.
ED 332 772

The Finnish Foreign Language Diploma for Professional Purposes.
ED 332 518

Fiscal Data Abstract, 1989-90. California Community Colleges. Report Number 91-1.
ED 332 778

A Foot in the Door: Rural Communities Involved in Educational Change.
ED 332 841

Fulbright in New Zealand.
ED 332 612

Gallaudet University Child Development Center's Model Integration Program.
ED 332 437

Girls in Distress in Israel.
ED 332 879

Growing Up Complete: The Imperative for Music Education. The Report of the National Commission on Music Education.
ED 332 914

A Handbook for Developing a Precollege Program and Involving College Students in a Community Service Project and a Report of the Precollegiate Enrichment Program, West Georgia College.
ED 332 646

Home English Literacy for Parents: An ESL Family Literacy Curriculum. Project HELP Evaluation.
ED 332 560

How Does Training Affect Teachers?
ED 332 552

How Many Countries Are There in the World?
ED 332 883

Human Learning and Behavior Branch. A Report to the National Advisory Child Health and Human Development Council.
ED 332 830

Humor in the Classroom: Options for Enhancing Learning.
ED 332 090

Illinois Public Library Statistics: A Guide for Librarians and Trustees. 1988-1989.
ED 332 710

Images in Action. Learning Tomorrow: Linking Technology and Restructuring.
ED 332 672

Imagineering: Key to Educational Futures.
ED 332 310

Implementation of the Individuals with Disabilities Education Act. Thirteenth Annual Report to Congress.
ED 332 488

Implementing Across-the-Board Vocational Student Organization Models. Final Report.
ED 331 972

Implementing Change with Staff, Parent and Community Involvement.
ED 332 267

Implementing Regional Consortia for Postsecondary Learning Disability Personnel. Special Education Center Publication Series, Document Number LDC 20.
ED 332 396

Important Trends for California Community Colleges, 1991 Update. Based on Background Data.
ED 332 771

Improvement for Undergraduate Education in Texas: College-Level Competencies.
ED 332 650

Improve Student Retention through Assessment and Identification of Vocational Aptitudes and Abilities. Final Report.
ED 331 974

Incorporating Critical Thinking into a Regular High School Biology Curriculum.
ED 332 878

Initiate Instruction in Manufacturing Systems Engineering by Industrial and Government Experts over NTU Satellite Network.
ED 332 684

Institutional Improvement: Making Assessment Work for You.
ED 332 759

Instructional Teleconferencing Models for Enhancing the Quality of Education.
ED 332 659

Interagency Collaboration: A Working Model and a Case Study. The Norfolk Youth Network.
ED 332 480

It Works! Idaho Division of Vocational-Technical Education Annual Report Fiscal Year 1990.
ED 332 029

Kansas State University Community Service Program.
ED 332 652

Kearney State College Drug-Free Campus Program.
ED 332 592

Kentucky State Plan for Federal Depository Library Services, 1990.
ED 332 729

A Knowledge Base for Educational Leadership.
ED 332 370

LEAD: Communication Training for Leadership Development.
ED 332 241

Learning in the Future. The ThinkAhead Project: Forum No. 1 [and] Summary of Project.
ED 332 782

[Liberal Arts/Mathematics Based Alternative Core, Case Western Reserve University.]
ED 332 647

Linkages: Texas Higher Education Drug Abuse Prevention Digest. Vol I, No. 1.
ED 332 583

Marketing Reference Services through Bibliographic Instruction at Northland Pioneer College.
ED 332 706

A Middle School Activities Program That Works.
ED 332 965

Migrant Exemplary Program Nomination.
ED 332 834

Milestones: The Women's Bureau Celebrates 70 Years of Women's Labor History.
ED 332 910

The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004.
ED 332 348

Minnesota School Finance: A Guide for Legislators.
ED 332 297

Minority Recruitment and Retention in ARL Libraries. SPEC Kit 167.
ED 332 717

Model State Efforts.
ED 332 783

Multi Image in Library Instruction. Research Bulletin No. 3, Spring 1986.
ED 332 701

Multimedia Approach to Self-Paced Individualized Instruction in Air Conditioning, Refrigeration and Heating and Other Vocational Programs. Final Report.
ED 331 971

N.C. Department of Human Resources Therapeutic Camping System. Camp E-MUN-TALEE, Camp E-TOH-KALU, Camp E-MA-HENWU, and Camp E-KU-SUMEE.
ED 332 066

A New Professional Role for Junior High School Science and Mathematics Teachers.
ED 332 960

North Carolina's School Improvement and Accountability Act: A Description of Local District Proposals.
ED 333 023

Northwest ESD 189 Special Education Equity Project: July 1, 1989 to June 30, 1990. Final Report.
ED 332 443

Notes from beyond the Cognitive Domain.
ED 332 221

On the Path to German Unity: Chronology of Events.
ED 332 887

Optimizing Student Learning: A Guide to Purposeful Thinking.
ED 332 788

Options & Opportunities: School Improvement Processes in Michigan.
ED 332 322

Oregon Office of Community College Services: Profile, 1989-90.
ED 332 737

Outline of Zetetics. A Study of Research and Artistic Activity.
ED 332 951

A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.
ED 332 787

The Parent/Student Study Skills Connection.
ED 332 053

Pediatric, Adolescent, and Maternal AIDS Branch. Report to the National Advisory Child Health and Human Development Council.
ED 332 831

Personnel Preparation in Early Childhood Special Education: A Southeastern Perspective.
ED 332 444

Populations of Residential Facilities for Persons with Mental Retardation: Trends by Size, Operation and State, 1977 to 1987. Brief Report #32.
ED 332 384

Portfolio Assessment Group Responses and Academic Dialogue: Empowering Change in Writing Programs. Panel Papers.
ED 332 174

Postsecondary Educational Experiences of High School Graduates. CRS Report for Congress.
ED 332 622

Preparing the Professoriate of Tomorrow to Teach. Selected Readings in TA Training.
ED 332 635//

The Process and Product of Portfolio Construction.
ED 332 995

Project Descriptions: Model Curricula for Alcohol and Other Drug Abuse Physician and Nurse Education.
ED 332 565

Project for Program Improvement through the Utilization of Self-Paced Individualized Instruction Concepts Industrial Equipment Technology. Final Report.
ED 331 970

Proposals Relating to Increasing Housing Opportunities for Homeless Persons. Discussion Paper 91-1.
ED 332 133

A Qualitative Assessment: Community College Administrator Opinions Concerning Their Choice of Employment Location.
ED 332 760

Raising Career Aspirations of Hispanic Girls. Fastback 320.
ED 333 083

Reaching Out to Rural Learners. Rural Economy Series Bulletin 1.
ED 332 832

Reconceptualization of Financing under P.L. 99-457, Part H.
ED 332 454

Report to the Legislature on Commercialism in Schools. (Supplementary Appropriations Act, Section 122, Chapter 16, Laws of 1990, First Extraordinary Session).

## (142) Reports - Evaluative

ED 333 015
Constructing Measurement with a Many-Facet Rasch Model.

ED 333 047
Creating More Responsive Student Evaluation Systems for Disadvantaged Students. Report No. 15.

ED 333 042
Criteria for the Establishment of New Public Colleges and Universities. Report 6.

ED 332 627
Criterion-Sensitive Measurement: A Study in Multi-Dimensionality.

ED 333 048
Developmental Models for Time of Testing x Cohort x Grade (Age) Research Designs.

ED 333 028
A Didactic Explanation of Item Bias, Item Impact, and Item Validity from a Multidimensional Perspective.

ED 333 014
District 75/Citywide E.C.I.A. Chapter 1, P.L. 89-313 Handicapped Program, 1989-90. State Report. OREA Report.

ED 332 432
A Dream Denied: The Black Family in the Eighties.

ED 333 084
Economic Values Implicit in the Social Construction of American Universities.

ED 332 632
Educational Administration in the 1990's. ACEA Monograph Series No. 6.

ED 332 273
Effects of Linking Methods on Detection of DIF.

ED 333 050
ESEA 25th Anniversary Hearing. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

ED 333 059
The Evaluation Center Cube: A Classification Tool.

ED 333 037
The Evaluation of Educational Programmes: Methods, Uses and Benefits. Part A, Volume 24. Report of the Educational Research Workshop (North Berwick, Scotland, November 22-25, 1988).

ED 333 011//
Evaluation of the Cross Categorical Service Delivery Model: Is the Regular Education Initiative Working?

ED 332 479
An Examination of the Effect of Multidimensionality on Parallel Forms Construction.

ED 333 013
Fact Book on Library Aid 1991.

ED 332 711
Family Literacy Education: Replacing the Cycle of Failure with the Legacy of Success.

ED 332 794
Flexible Calendar: Evaluation and Title 5 Revisions.

ED 332 767
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.

ED 332 734
From Gatekeeper to Gateway: Transforming Testing in America. Report.

ED 333 004//
FY 89 AEL Needs Assessment Project Report.

ED 332 858
Helping Users Help Themselves.

ED 332 660
Hypertext: A Tool for Academic Exploration.

ED 332 175
An Implementation Guide for the New Futures Initiative.

ED 332 293
Implementing Developmentally Appropriate Classrooms.

ED 332 789
Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.

ED 332 738
Integrated Learning Systems: A School-Based Evaluation.

ED 332 327
Junior College Teacher Load Index. A Method

for Measuring Teaching Load. Form H.

ED 332 739
Kansas Communication and Instruction System through Fiber-Optic Transmission.

ED 332 269
La toponymie: Metaphorisation, demetaphorisation, remetaphorisation (Toponymy: Metaphorization, Demetaphorization, Remetaphorization).

ED 332 517
Leading People or Managing Things: A Summary Paper of a Comparative Investigation of Leadership Development and Practices in Educational and Military (U.S. Army) Organizations.

ED 332 314
Least-Squares Linear Regression and Schrodinger's Cat: Perspectives on the Analysis of Regression Residuals.

ED 333 020
Literacy and Second Language Learners: A Family Agenda.

ED 332 559
The Long March to Educational Inequality in Illinois: Financial Facts for "The Committee versus Edgar." MacArthur-Spencer Series Number 18.

ED 332 330
Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions.

ED 333 053
Missourians Prepared–Success for Every Student. Recommendations for Improving Missouri's Public Schools during the 1990s.

ED 332 306
Mobilization and Management of Financial Resources for Eduction (A Synthesis of a Few Case Studies). Reports/Studies Working Series No. S.137.

ED 332 313
Modeling User Interactions with Instructional Design Software.

ED 332 695
The Multnomah County CAPS Project: An Effort To Coordinate Service Delivery for Children and Youth Considered Seriously Emotionally Disturbed. A Process Evaluation. Therapeutic Case Advocacy Project.

ED 332 416
National Library and Information Needs: Alternative Means of Fulfillment, with Special Reference to the Role of National Libraries.

ED 332 719
Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.

ED 333 029
Occupational Safety & Health. Inspectors' Opinions on Improving OSHA Effectiveness. Fact Sheet for Subcommittee on Health and Safety, Committee on Education and Labor, House of Representatives.

ED 331 969
Parameter Invariance in the Rasch Model.

ED 333 043
Performance Assessment: What's Out There and How Useful Is It Really?

ED 333 051
Performance at the Top: From Elementary through Graduate School. Policy Information Report.

ED 333 052
The Place of Significance Testing in Contemporary Social Science.

ED 333 036
Prepositions of Position: An Analysis for Practical Application in the Classroom.

ED 332 509
Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.

ED 332 975
Problems in Calculating and Comparing Dropout Rates. ERS Research Digest.

ED 332 272//
Proposals Relating to Increasing Housing Opportunities for Homeless Persons. Discussion Paper 91-1.

ED 332 133
Proprietary Schools and Student Financial Aid Programs: Background and Policy Issues. Congressional Report for Congress.

ED 332 623
Public and Private Language Games as Mental States: Wittgenstein's Contribution to the Quali-

tative Research Tradition.

ED 333 035
Randomized Field Experiments in Education.

ED 333 031
Rethinking School Finance. A Policy Issues Paper Prepared for the Chief State School Officers of the Northwest and Pacific.

ED 332 284
Rhetorical and Grammatical Tests To Enter Students as Mass Communication Majors.

ED 332 243
Russian/Greek Bilingual Comprehensive Instructional Program, 1989-90. OREA Final Evaluation Report.

ED 332 515
School Restructuring in California. The 1991-92 Budget; Perspectives and Issues. Reprint.

ED 332 299
Selecting, Recruiting and Keeping Excellent Teachers: Problems and Solutions. AASA Critical Issues Report.

ED 332 282
Special Education and Resource Center (SETRC), 1989-1990. OREA Report.

ED 332 433
Staff Development in the Middle Grades. Report No. 38.

ED 332 288
State Incentive Grant District 75/Citywide Special Education. Staff Development Program 1989-1990. OREA Report.

ED 332 476
Statewide Parent Organization Demonstration Project: Final Report.

ED 332 425
Structural Robustness and Ability Estimation in Item Response Theory: A Survey.

ED 333 034
Structured Rating Scales.

ED 333 046
Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.

ED 332 262
Teenage Pregnancy Prevention and Related Issues. Memo No. 7.

ED 332 134
Texas Master Teacher Examination. Symposium Presented at the Annual Conference of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

ED 333 019
The Texas Teacher Appraisal System and Mastery Teaching: A Comparative Analysis.

ED 332 332
"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City.

ED 332 026
"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City. Executive Summary.

ED 332 025
To Be Our Best: Learning for the Future.

ED 332 324//
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1987-88 School Year. Program Report 89-1.

ED 333 087
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1988-89 School Year. Program Report 90-1.

ED 333 089
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1989-1990 School Year. Program Report 91-1.

ED 333 088
U.S. Nuclear Engineering Education: Status and Prospects.

ED 332 873
WAC and Engineering, or Why Engineers Can't Write.

ED 332 199
What School for Africa in the Year 2000? Report of the Proceedings of the Pan-African Conference on Education (Yaounde, Cameroon, April 2-9, 1984).

ED 332 278
Working Models of Choice in Public Education. CPRE Report Series RR-018.

ED 332 350
Year-Round Education: Learning More for Less.

ED 332 274
The Young Diplomats Program 1983-84/

1988-89. OREA Report.
ED 332 948

## (143) Reports - Research

Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.
ED 332 475

Achievement Effects of Individual, Small Group, and Cooperative Learning Strategies on Math Problem-Solving. Report No. 40.
ED 332 862

Adaptive Behavior. Abstract 26. Research & Resources on Special Education.
ED 332 390

Administrative Facilitation and Site-Based School Reform Projects.
ED 332 334

Administrative Shortage in New England: The Evidence, the Causes, the Recommendations.
ED 332 260

Adult Adjustment of Individuals with Mild Disabilities One Year after Leaving School. Iowa State Follow-Up Study.
ED 332 466

Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).
ED 332 042

AIP Report, 1989 Salaries: Society Membership Survey.
ED 332 617

Alaska Writing Assessment Pilot Survey 1988-89.
ED 332 223

Alteration of Influence Relations in School-Based Management Innovations.
ED 332 352

An Analysis of Child Count Data and Personnel Needs in Special Education Programs in Alabama.
ED 332 477

An Analysis of Metacognitive Skills Utilized by Students during Computer Simulation Activities.
ED 332 865

An Analysis of Site-Based Budgets of a Large Urban School District.
ED 332 325

Anatomy of a Learning Assistance Centre.
ED 332 375

Artificial Intelligence Measurement System, Overview and Lessons Learned. Final Project Report.
ED 332 677

Assessing Reading Comprehension through Writing: The Development of an Informal Evaluation Instrument.
ED 332 147

Assessing the Information Needs of Rural Americans. Public Libraries.
ED 332 721

Assessment of Acting Ability.
ED 333 033

Assessment of Auditory Speech Perception in Hearing-Impaired Infants.
ED 332 485

The Attitude-Proficiency Relationship: A Non-Linear Perspective.
ED 332 503

"Bad English" and "Slang": Students' Perceptions of Dialect in Writing.
ED 332 218

Beginning Awareness-Rigidity-Flexibility: A Longitudinal Analysis of Sex-Role Stereotyping in 4- to 10-Year-Old Children (Langsschnittliche Analyse von Entwicklungsmerkmalen der Geschlechtstypisierung im Kindersalter. Arbeiten aud dem Forschungsprojekt Nr. 5. 1989/1).
ED 332 781

Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching. Part II, Elementary Teachers.
ED 332 982

Beginning To Understand Why Older Students Drop Out of College: A Path Analytic Test of the Bean/Metzner Model of Nontraditional Student Attrition.
ED 332 598

The Benefits of an Induction Program: What Do Mentors and Novices Say?
ED 332 994

Better Teaching for Better Learning: Student

Achievement Results in a 4-Year Pilot Teacher Career Development Plan.
ED 333 022

Beyond "Push" and "Pull" Explanations, Asian-Indian Graduate Students in the United States.
ED 332 888

Biology Laboratory Construction Kit with Intelligent Tutor. Final Project Report.
ED 332 685

Blacks in the White Establishment? A Study of Race and Class in America.
ED 333 067//

Boundaries of Graduate Assistants: Bouncing off Boundaries.
ED 332 204

Building Sociocentric Classrooms: What Ethnic Minorities Can Teach Us.
ED 333 081

Building World-Market Competitors: Technology Transfer and the Illinois Community College System. 1990 Status Report.
ED 332 741

California Community College Job Placement Services Survey.
ED 332 764

"CALL" in the Heart of Darkness: A Research into the Place of "CALL" in TESOL.
ED 332 546

Captioned Television as "Comprehensible Input": Effects of Incidental Word Learning from Context for Language Minority Students.
ED 332 538

Challenge: 2000. Strategic Implementation of Georgia's Postsecondary Vocational Education System.
ED 331 998

Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.
ED 333 086

Characteristics of Abuse that Influence When Adults Molested as Children Seek Treatment.
ED 332 136

Characteristics of Fathers' and Mothers' Jobs: Implications for Parenting and Children's Social Development.
ED 332 812

Chicago Public High Schools' Improvement Plans: Improving Students' Learning.
ED 332 372

Children's and Mother's Judgments about the Acceptable Use of Corporal Punishment.
ED 332 829

Children's Awareness of Their Popularity and Social Acceptability.
ED 332 816

Children's Bursts of Creativity.
ED 332 796

The Clash between Teachers' Personal Views of Student Writing and Views Imposed by the State.
ED 332 209

Classics in the Market Place: An Independent Research Study on Attitudes to the Employment of Classics Graduates.
ED 332 569

The Classroom Alternative Process: School Change Policy into Practice.
ED 332 277

Cognitive Levels of Reasoning Among Traditional and Non-Traditional Age College Students.
ED 332 619

Collaborative Learning, Phase Two: Experimental Research.
ED 332 216

College-Level Remedial Education in the Fall of 1989. Contractor Report. Survey Report.
ED 332 630

The College Milieu for the 1990s: Increasing Black Student Retention Rates on White Campuses.
ED 333 091

Communication for a Shared Understanding: The Role of Semiotics in Establishing a Culture for Change.
ED 332 238

Community College Involvement in Contracted Training and Other Economic Development Activities. A Report of a National Survey.
ED 332 742

Community College Journal for Research and

Planning, Volume VII, Numbers 1 and 2.
ED 332 733

Community Service: A Comparative Study at Catholic High School Programs in an Urban Archdiocese.
ED 333 073

Comparison of Symptom Distress between World War II Ex-POWs and Vietnam Combat Veterans with Post Traumatic Stress Disorder.
ED 332 126

A Comparison of the Abuse Experiences of Male and Female Adults Molested as Children.
ED 333 138

Component Identification and Item Difficulty of Raven's Matrices Items.
ED 333 016

Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.
ED 332 774

Comprehensive Systems Approach for Improving Management Effectiveness of the Vocational and Technical Division of the Arkansas Department of Education. Final Report.
ED 331 999

Computer-Mediated Communication and Interpersonal Perceptions.
ED 332 251

Conferencing with Individual Students To Gain Insight and Guide Learning.
ED 332 123

The Congruence between Industry Demand and Professional School Response in Architecture.
ED 332 597

Consistency of Principals' Leadership Styles and Teachers' Perceptions in the Commonwealth of the Northern Marianas.
ED 332 316

The Construction and Application of a Cognitive-Network Model of Prediction Problem Solving.
ED 332 864

Contrasts in Student and Faculty Perceptions of Student Writing Ability.
ED 332 192

Cooperative Learning and Teacher Beliefs about Pedagogy.
ED 332 979

Cornerstone for Growth: How Minorities Are Vital to the Future of Newspapers.
ED 332 173

The Creation of a Strategic Planning Model for the Student Development Department at Winnipeg Bible College: Governance and Management.
ED 332 570

Current Supervisory and Evaluation Practices: Paradoxes and Deficiencies.
ED 332 279

Curriculum Composition: The Reform Movement and Student Outcomes.
ED 332 335

Daring To Be Different: The Choice of Nonconventional Fields of Study by International Women Students. IIE Research Report Number Twenty-Two.
ED 332 633

Decision 2000: Moving Beyond Boundaries. Contributed Papers Presented at the Joint Conference of the Arizona State Library Association and the Arizona Educational Media Association (Phoenix, Arizona, November 13-17, 1990).
ED 332 705

Democratizing Soviet Elementary Schools through the Use of an American Curriculum: A Qualitative Evaluation.
ED 332 363

A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.
ED 332 744

The Design and Validation of an Instrument To Identify Preservice Elementary Teachers' Intuitive and School Knowledge of the Concepts of Surface Area/Volume and States of Matter.
ED 332 866

Designations Analysis of Selected College Health Textbooks for Content Relating to "Healthy People."
ED 332 564

Designing Educational Practice: Applying the Structural Model of Educational Design to Stu-

dent Teaching.
ED 333 000

Developing a Love of Reading: What Helps, What Hurts. Literacy Research Report No. 7.
ED 332 168

Developing a Pedagogically Useful Content Knowledge in Elementary Mathematics.
ED 332 875

The Development, Pilot-Testing, and Dissemination of a Comprehensive Evaluation Model for Assessing the Effectiveness of a Two-Way Interactive Distance Learning System. Final Report.
ED 332 690

Discourse and Leadership: Which is Best for Morale and Productivity a Monologue or a Dialogue?
ED 332 240

Discourse Colonies within TEFL Methods Articles.
ED 332 505

A Discussion of "Presenting Problems" in Counseling Indochinese Refugee Adolescents Enroute to the U.S.
ED 332 512

Distance Learning Case Studies.
ED 332 661

Down and Out in Rural America: The Status of Blacks and Hispanics in the 1980s.
ED 332 839

Dynamic Assessment of Intellectually Handicapped Children. Alternative Assessments of Handicapped Children. Technical Report No. 4.
ED 332 389

Dynamics of the Induction Process for Beginning Vocational Teachers.
ED 332 041

Early Labor Market Experiences of Proprietary School Students. CRS Report for Congress.
ED 332 003

Economic Productivity and Adaptability: Four State-of-the-Art Papers on the Highest Research Extension Priorities within the Twelve States and D.C. Northeast Region. Publication 60.
ED 332 860

Educational Disadvantages of Vietnamese Amerasians in Comparison to Vietnamese Peers Enroute to the United States.
ED 332 511

Educational Expenditure Patterns in a Region of Ontario: 1980-1988.
ED 332 321

Educational Level and Illiteracy Rates of Mothers and Step-Fathers of Vietnamese Amerasians Enroute to the United States.
ED 332 510

The Effect of Altering the Position of Options in a Multiple-Choice Examination.
ED 333 024

The Effect of Phonemic Awareness Ability and Reading Instructional Approach on First Grade Children's Acquisition of Spelling and Decoding Skills.
ED 332 160

Effects of a Study-Abroad Program on University Students: Toward a Predictive Theory of Intercultural Contact.
ED 332 629

The Effects of Context on Correlates of Adolescent Alcohol Abuse.
ED 332 124

Effects of Maternal Employment on Perceived Parental Sex-Role Characteristics.
ED 332 113

The Effects of Number of Score Groups and Score Group Size on the Mantel-Haenszel Alpha.
ED 333 038

The Effects of Segmentation and Spelling Training on the Blending Skills of Beginning Readers.
ED 332 154

Effects of Structural Change on Labor Supply in Wisconsin.
ED 331 963

The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.
ED 332 761

Effects of Tone-of-Voice and Physical Punishment on Children's and Adults' Interpretation of a Brief Disciplinary Prohibition.
ED 332 828

English Language Adult Education Books: Their Value to Adult Educators. Technical Report Series. Technical Report No. 4.
ED 332 023

Enhancing a Child's Self-Concept.
ED 332 229

Equity of Educational Achievement and School Effectiveness.
ED 333 021

Ethics in the Business Curriculum? Let's Hear from the Students!
ED 332 237

An Evaluation of Alternative Programs for High School Truants. Summary.
ED 332 266

Evaluation of Project LEAD Programs in the District of Columbia Public Schools.
ED 332 329

An Evaluation of VOXBOX, A Computer-Based Voice-Interactive Language Learning System for Teaching English as a Second Language.
ED 332 532

Evaluation Report: The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education (October 1, 1989-June 30, 1990).
ED 332 558

Evidence for the "Geometric" Comprehension of Manual Pointing.
ED 332 815

Examination of an Attribution-Emotion Model of Reactions to Violence in Children.
ED 332 821

An Examination of Postsecondary (Junior and Community Colleges) Marketing and Mid-Management Curriculums. Final Report.
ED 332 035

Face-Threatening Acts and Politeness Theory: Contrasting Speeches from Supervisory Conferences.
ED 332 354

Facilitating Effects of Directive and Non-Directive Language on Toddler Language.
ED 332 448

Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.
ED 333 049

Faculty Priorities in Course Development.
ED 332 568

Fall 1989 Learning Environments in Tennessee Schools. Executive Summary.
ED 332 295

Family Decision-Making in Early Adolescence: Conversations and Choices.
ED 332 818

The Financial Position of Universities in Ontario: 1991.
ED 332 563

Formalizing Informal EFL Teaching and Learning.
ED 332 541

Frank Buchman's Moral Re-Armament and Alfred Korzybski's General Semantics: A Comparison and Contrast.
ED 332 230

A Freshman Admissions Prediction Equation: An Evaluation and Recommendation.
ED 333 018

Gender and Grade-Level Differences in Student Attributes Related to School Learning and Motivation.
ED 333 044

He-Said-She-Said: Talk as Social Organization among Black Children.
ED 333 065//

Household Consequences of High Fertility in Pakistan. World Bank Discussion Paper Series No. 111.
ED 332 913

How Does Training Affect Teachers?
ED 332 552

How Friends Influence Adolescents' Adjustment to School.
ED 332 813

How Many Children Lie about Being Sexually Abused?: A Survey of Mental Health and Law Enforcement Professionals.
ED 332 135

How Students Read To Answer Questions and How That Affects Their Learning. Technical Report No. 532.
ED 332 157

Human Resource Development for International Operation.
ED 332 044

Identification of Which High Risk Youth Smoke Cigarettes Regularly.

ED 332 082

Identifying and Modeling the Problem Situated Expertise of the Regular Class Teacher in the Instruction of At-Risk and Mildly Handicapped Students.
ED 332 455

Ill Fares the Land: The Consequences of Homelessness and Chronic Poverty for Children and Families in New York City.
ED 333 061

Imaging for Literacy Learning: A Reflective Teaching Inquiry.
ED 332 163

The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.
ED 332 608

The Impact of Persona on the Success of Written Arguments.
ED 332 227

Implementation of the Student Right-to-Know and Campus Security Act: What We Can Learn from Experiences with Track Record Disclosure Requirements.
ED 332 758

Implementing Race and Ethnocultural Equity Policy in Ontario School Boards.
ED 333 066

Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.
ED 332 809

Incorporating Critical Thinking into a Regular High School Biology Curriculum.
ED 332 878

Independents, Actives, and Pledges: A Comparison of Academic Achievement.
ED 332 596

Individuals with Learning Disabilities Out of School One Year. Iowa Statewide Follow-Up Study.
ED 332 465

Infant Pointing: Prelinguistic Reference and Co-Reference.
ED 332 824

The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.
ED 332 870

The Influence of Preservice Secondary Science Teachers' Beliefs about Science and Pedagogy on Their Planning and Teaching.
ED 332 871

The Institutional and the Personal in Explaining Cognitive Outcomes under Desegregation: A Mississippi Test.
ED 333 078

Instrumental and Agentive CALL in Learning French as a Foreign Language.
ED 332 545

Integrating Whole Language with a Sheltered English Curriculum: A Longitudinal Evaluation of At Risk Language Minority Students.
ED 332 520

Interaction in High-Risk Dyads: Maternal Affect and Child Synchrony.
ED 332 473

An Interdisciplinary Approach to Training the Arrhythmic Child. Final Project Report and Addendum to Final Project Report.
ED 332 387

Internalizing and Externalizing Subgroups of Peer-Rejected Children.
ED 332 827

Interrelationship of Family and Extrafamilial Violence in a Representative Sample.
ED 332 139

Intrinsic Motivation Factors To Enhance the Retention of Vocational Special Needs Learners in Postsecondary Vocational Education Programs.
ED 331 995

Issues of Literacy and School Performance for At-Risk and Successful Students in a Multicultural Jr. High.
ED 332 159

Judging Acting Ability: The Transition from Novice to Expert.
ED 333 032

LEA—Language Experience Approach: Who Uses It?
ED 332 169

and in Finland. Discussion Papers in Geolinguistics, 17.

**ED 332 531**
Sources of Variance Influencing Adults' Reading Strategies and Comprehension.

**ED 332 162**
State Maternity/Parental Leave Laws. Facts on Working Women No. 90-1.

**ED 331 990**
Statewide VTAE Staff Training Needs Assessment. Final Report.

**ED 331 961**
Statistical Summary of Missouri Higher Education 1989-1990 with FY 1989 Missouri Student Achievement Study Supplement.

**ED 332 640**
The Status of Correctional Education in the United States. A Report of the 1987 Annual Survey of State Directors of Correctional Education.

**ED 332 034**
Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.

**ED 332 234**
Structure and Freedom in Selected Pre-School Programs.

**ED 332 795**
Student Loans: Characteristics of Defaulted Borrowers in the Stafford Student Loan Program. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.

**ED 332 601**
Student Motivation and Self-Regulated Learning: A LISREL Model.

**ED 333 006**
Student Responses to Computers: A Longitudinal Study.

**ED 332 250**
A Study of Certificated Salaries and Fringe Benefits of California Community College Districts, 1990-91.

**ED 332 780**
A Study of Peer Tutor Training Programs: A League Report.

**ED 332 777**
A Study of the Academic Performance of Student Athletes in California's Community Colleges.

**ED 332 763**
Summary Characteristics of the Black Population for States and Selected Counties and Places: 1980. Supplementary Report. 1980 Census of Population.

**ED 332 945**
Survey of Literacy Skills Used in Daily Activities.

**ED 332 557**
A Survey of More Authentic Assessment Practices.

**ED 333 039**
A Survey of School Counselors of Early Adolescents in Utah.

**ED 332 128**
Teacher-Centered Model of Technology Integration: End of Year 3. Cupertino-Fremont Model Technology Schools Project Research Findings.

**ED 332 326**
Teacher Education and the Role of External Actors: Four Case Studies.

**ED 332 967**
Teachers and Principals: Gender Related Perceptions of Leadership and Power in Secondary Schools. Revised.

**ED 332 364**
Teachers' Conceptions of Mathematics and Mathematics Education. A Report from the Urban Mathematics Collaborataive Documentation Project.

**ED 333 085**
Teacher Strike in a Rural State: Ready for Reform.

**ED 332 859**
Teaching Elementary School Teachers Cognitive-Behavioral Techniques To Address ADDH Behaviors in the Classroom Setting.

**ED 332 427**
Temperament and Self-Soothing Behavior in Children: Object Attachment and Thumbsucking.

**ED 332 805**
Temporality and Affect: Useful Starting Points in Interpretation.

**ED 332 149**
Tennessee on the Move: Progress in Education and Benchmarks for the Future. Joint Annual Report of the State Board of Education and the Tennessee Higher Education Commission.

**ED 332 309**
Tennessee Public Education: Five Years of Accomplishments and Challenges for the Future. Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission.

**ED 332 311**
Test Anxiety in Different Curricular Areas: An Exploratory Analysis of the Role of Subject Matter.

**ED 333 027**
Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.

**ED 333 041**
Tests in School–Seen through the Eyes of the Teachers.

**ED 333 025**
Think about It, Too: Volume III, Part II. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.

**ED 333 003**
Time of Voting Decision: Knowledge and Uncertainty.

**ED 332 246**
Transition from Peer Group Dialogue to Traditional Schooling: Six Longitudinal Case Studies.

**ED 332 972**
Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper No. 8.

**ED 332 346**
Two Pieces of Wood: Symbols of Control.

**ED 332 368**
Types of Preschoolers' Verbal Thinking: Judgement of Fundamental Physical Laws.

**ED 332 820**
Uncertainty and Fragmentation: The "Realities" of the Principalship in the United States.

**ED 332 362**
United States Population Estimates, by Age, Sex, Race, and Hispanic Origin: 1980 to 1988.

**ED 332 947**
The Use of Evoked Potential Studies in the Identification of Explosive Adolescents.

**ED 332 118**
The Use of Humor in the English as a Second Language Classroom.

**ED 332 535**
The Use of Structured Social Interaction with the Culture-General Assimilator To Increase Cognitive Problem Solving about Intercultural Interactions in an Ethnically Diverse Population.

**ED 333 077**
Use of the "Attitudes Toward Mainstreaming Scale" with Undergraduate Education Students.

**ED 332 992**
Using Captioned Television To Improve the Reading Proficiency of Language Minority students. Research Study.

**ED 332 542**
Validity Study of the U.T. Austin Test for Credit in Chinese: Spring and Fall 1985 and Spring 1986. RB-86-5.

**ED 333 040**
Vocabulary in ESP: A Lexical Analysis of the English of Electronics and a Study of Semi-Technical Vocabulary. CLCS Occasional Paper No. 25.

**ED 332 551**
Vocational Education and JTPA Delivery Systems Assisted under the Carl D. Perkins Vocational Education Act and Job Training Partnership Act.

**ED 331 957**
What America's Users Spend on Illegal Drugs. An Office of National Drug Control Policy Technical Paper.

**ED 332 122**
What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning.

**ED 332 614**
What Counts as Success? Perspectives from Practice and Research.

**ED 332 868**
What Our Students Like To Write and Why: Exploring the Creative and the Personal.

**ED 332 189**
Who's Annoying Who? Problems in Organizational Groups.

**ED 332 244**
"With Mother" and Its Viewers: Behavior Monitoring of 2- and 3-year-olds.

**ED 332 681**
Women in the Skilled Trades and in Other Manual Occupations. Facts on Working Women No. 90-5.

**ED 331 993**
Women's Participation in Higher Education: Cross-National Trends, Antecedents, and Consequences.

**ED 332 561**
Working in Child Care in North Carolina.

**ED 332 793**
Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.

**ED 332 680**
Writing Abilities, Writing Attitudes, and the Teaching of Writing.

**ED 332 215**
Writing Achievement of Middle Level Students Using Computers To Write a Newspaper.

**ED 332 205**
Writing Tasks and the Quality of Student Writing: Evidence from a Statewide Assessment of Writing.

**ED 332 195**
Youth Employment in American Industry.

**ED 333 069**
Youth in Transition: A Description of Selected Transition Programs Serving Adolescents with Emotional Disabilities. Youth in Transition Project.

**ED 332 421**

## (150) Speeches/Meeting Papers

Academic Performance of Enrolled Learning Disabled and Nonlearning Disabled University Students Classified by Two Objective Admission Criteria.

**ED 332 475**
Accelerated Schools: The Inquiry Process and the Prospects for School Change.

**ED 332 276**
Accountability as a Tool for Educational Reform: Is It an Oxymoron?

**ED 333 010**
Administrative Facilitation and Site-Based School Reform Projects.

**ED 332 334**
Adolescent Suicide Postvention in Schools: Managing Grief of Peer Survivors.

**ED 332 127**
Alexander Bain's CUE in the Post-Modern World: Unity Revisited.

**ED 332 213**
Alteration of Influence Relations in School-Based Management Innovations.

**ED 332 352**
Ambiguites Semantiqes dues au contact des deux langues, notamment du grec moderne et du francais (Semantic Ambiguities Resulting from the Contact of Two Languages, in Particular Modern Greek and French).

**ED 332 539**
American Media Domination and Audience Preference: A 60-Year Perspective.

**ED 332 252**
An Analysis of Metacognitive Skills Utilized by Students during Computer Simulation Activities.

**ED 332 865**
An Analysis of Site-Based Budgets of a Large Urban School District.

**ED 332 325**
Anatomy of a Learning Assistance Centre.

**ED 332 375**
"The Andromeda Strain" as Science and Literature.

**ED 332 225**
Application of New Technologies (Including Computers) in Distance Education: Implications for the Training of Distance Educators.

**ED 332 683**
Are We a Profession? An Emerging Profession?

**ED 332 954**
An Artistic Criticism of "Writing To Read," A Computer-Based Beginning Reading Program.

**ED 332 153**
Assessing Dimensionality of a Set of Items–Comparison of Different Approaches.

ED 332 321
Effecting Institutional Change through Writing across the Curriculum: Ideology and Inner Dialogue.

ED 332 220
The Effect of Altering the Position of Options in a Multiple-Choice Examination.

ED 333 024
The Effect of Phonemic Awareness Ability and Reading Instructional Approach on First Grade Children's Acquisition of Spelling and Decoding Skills.

ED 332 160
Effects of a Study-Abroad Program on University Students: Toward a Predictive Theory of Intercultural Contact.

ED 332 629
The Effects of Context on Correlates of Adolescent Alcohol Abuse.

ED 332 124
Effects of Linking Methods on Detection of DIF.

ED 333 050
The Effects of Number of Score Groups and Score Group Size on the Mantel-Haenszel Alpha.

ED 333 038
The Effects of Segmentation and Spelling Training on the Blending Skills of Beginning Readers.

ED 332 154
Effects of Tone-of-Voice and Physical Punishment on Children's and Adults' Interpretation of a Brief Disciplinary Prohibition.

ED 332 828
Empowerment/Being All That You Can Be: An Experiment towards a Multiculturalist Practice.

ED 332 182
Ethics in the Business Curriculum? Let's Hear from the Students!

ED 332 237
Evaluating ITA Preparation Programs: Intensive versus Concurrent.

ED 332 502
Evaluating the Replicability of Multivariate Assessment and Evaluation Results: A Review of Various Applications of the Cross-Validation Logic.

ED 333 017
The Evaluation Center Cube: A Classification Tool.

ED 333 037
An Evaluation of Alternative Programs for High School Truants. Summary.

ED 332 266
Evaluation of the Cross Categorical Service Delivery Model: Is the Regular Education Initiative Working?

ED 332 479
Evidence for the "Geometric" Comprehension of Manual Pointing.

ED 332 815
Examination of an Attribution-Emotion Model of Reactions to Violence in Children.

ED 332 821
An Examination of the Effect of Multidimensionality on Parallel Forms Construction.

ED 333 013
Exploring New Directions for Journalism Education: The Program at Ithaca College.

ED 332 249
Extra-Rhetorical Restraints on Writing in Accounting.

ED 332 193
Face-Threatening Acts and Politeness Theory: Contrasting Speeches from Supervisory Conferences.

ED 332 354
Facilitating Effects of Directive and Non-Directive Language on Toddler Language.

ED 332 448
Factors Predisposing Drug Abuse.

ED 332 072
Factors Related to Attitudes toward Statistics: A Study with a Spanish Sample.

ED 333 049
Faculty Priorities in Course Development.

ED 332 568
Family Decision-Making in Early Adolescence: Conversations and Choices.

ED 332 818
The Finnish Foreign Language Diploma for Professional Purposes.

ED 332 518
Frank Buchman's Moral Re-Armament and Alfred Korzybski's General Semantics: A Comparison and Contrast.

ED 332 230
The Future of Humanistic Scholarship with Comments by Michael T. Ryan and Thomas F. Staley. Center for the Book Viewpoint Series No. 26.

ED 332 884
Gender and Grade-Level Differences in Student Attributes Related to School Learning and Motivation.

ED 333 044
Girls in Distress in Israel.

ED 332 879
Hearing or Ignoring Audience: the Dilemma of the Freshman Writer.

ED 332 197
Homophobia in Health Education: Implications for Practice.

ED 332 964
How Friends Influence Adolescents' Adjustment to School.

ED 332 813
How Many Children Lie about Being Sexually Abused?: A Survey of Mental Health and Law Enforcement Professionals.

ED 332 135
How Many Countries Are There in the World?

ED 332 883
Humor in the Classroom: Options for Enhancing Learning.

ED 332 090
Hypertext: A Tool for Academic Exploration.

ED 332 175
Identification of Which High Risk Youth Smoke Cigarettes Regularly.

ED 332 082
Identifying and Modeling the Problem Situated Expertise of the Regular Class Teacher in the Instruction of At-Risk and Mildly Handicapped Students.

ED 332 455
The Impact of Changing Demographics on Curriculum and Instruction in Higher Education: An Institutional Self-Portrait.

ED 332 608
The Impact of Persona on the Success of Written Arguments.

ED 332 227
Implementing Developmentally Appropriate Classrooms.

ED 332 789
Implementing Regional Consortia for Postsecondary Learning Disability Personnel. Special Education Center Publication Series, Document Number LDC 20.

ED 332 396
Implications of Meyer and Scott's Theory of Institutional Environments for the Implementation of Cummins' Framework for the Empowerment of Students in Bilingual Kindergartens.

ED 332 809
Impossible Subjects: Writing, Ethics, and Radical Alterity.

ED 332 188
The Impulse toward Comedy in Margaret Atwood's Poetry.

ED 332 186
Inclusive Middle Schooling Practices: Shifting from Deficit to Support Models.

ED 332 355
Increasing Academic Standards and Their Impact upon Minority Transfer Students from Community Colleges: A Case Study.

ED 332 738
Infant Pointing: Prelinguistic Reference and Co-Reference.

ED 332 824
The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China.

ED 332 870
The Influence of Preservice Secondary Science Teachers' Beliefs about Science and Pedagogy on Their Planning and Teaching.

ED 332 871
The Institutional and the Personal in Explaining Cognitive Outcomes under Desegregation: A Mississippi Test.

ED 333 078
Institutional Improvement: Making Assessment Work for You.

ED 332 759
Integrated Learning Systems: A School-Based Evaluation.

ED 332 327
Integrating Mass Media Instruction: "Connecting" NIE and TV Programs for the 21st Century.

ED 332 257
Integrating Whole Language with a Sheltered English Curriculum: A Longitudinal Evaluation of At Risk Language Minority Students.

ED 332 520
Interaction in High-Risk Dyads: Maternal Affect and Child Synchrony.

ED 332 473
Interagency Collaboration: A Working Model and a Case Study. The Norfolk Youth Network.

ED 332 480
Internalizing and Externalizing Subgroups of Peer-Rejected Children.

ED 332 827
Intrinsic Motivation Factors To Enhance the Retention of Vocational Special Needs Learners in Postsecondary Vocational Education Programs.

ED 331 995
Issues of Literacy and School Performance for At-Risk and Successful Students in a Multicultural Jr. High.

ED 332 159
Is There a Conservative Ideology of Education?

ED 332 351
Jacques Prevert: "Modernism"–Conception and Perception of His Contemporary Society through His Poetry.

ED 332 178
Joining the Old Boys Club? Women's Careers As School Principals in British Columbia, Canada, 1980 to 1990.

ED 332 371
Judging Acting Ability: The Transition from Novice to Expert.

ED 333 032
K-12 Distance Education in the United States: Technology Strengths, Weaknesses, and Issues.

ED 332 687
Labour Market and Non-Labour Market Work: The Social Construction of Motherhood.

ED 332 786
LEAD: Communication Training for Leadership Development.

ED 332 241
Leadership & Spirit: Rejuvenating an Organization from the Bottom Up.

ED 332 736
Leading People or Managing Things: A Summary Paper of a Comparative Investigation of Leadership Development and Practices in Educational and Military (U.S. Army) Organizations.

ED 332 314
Learning From a Distance: U-Maine & ESL Go Electronic.

ED 332 523
Learning To Lead: Reflective Practice in Preservice Education.

ED 332 286
Least-Squares Linear Regression and Schrodinger's Cat: Perspectives on the Analysis of Regression Residuals.

ED 333 020
Legal Employment at Midcareer: The Influence of Social and Academic Origins.

ED 332 083
Limitations on Change: Current Conditions Influencing Academic Intransigence in Educational Administration Programs.

ED 332 285
Listening Comprehension: Textual, Contextual, Cognitive, and Affective Considerations.

ED 332 513
A Longitudinal Study of Children's Social Adjustment during Elementary School.

ED 332 825
Marriage and Family Life in Ireland: A Contemporary Study.

ED 332 092
Maternal Depressive Symptomatology and Perceptions of Child Behaviour.

ED 332 814
Maternal Emotional Responses to Preterm Birth.

ED 332 804
The MBTI as a Predictor of Wellness Issues: Theirs and Ours.

ED 332 084
Measurement and Model Linkages in Assessing School Environments.

ED 332 360

Media Agenda-Setting Theory: Points of Departure.

ED 332 245

Media and Discourse in the 20th Century Coffeehouse Movement.

ED 332 254

Meeting the Basic Learning Needs of Out-of-School Children: Non-Formal Approaches.

ED 332 817

Merging Foreign and Domestic Information Policy Goals: The U.S. Government's Office of Technical Services (1946-1950).

ED 332 170

Metaphor, Narrative and Point of View: Shifting Our Perspective about "Literary Techniques" in Composition.

ED 332 196

Metaphors We Teach By.

ED 332 191

Miami's Spanish-Language Newspapers Report the 1988 Presidential Primary.

ED 332 171

Migrant Exemplary Program Nomination.

ED 332 834

Modeling User Interactions with Instructional Design Software.

ED 332 695

The Modernization of a Rural School: A Leadership Research Study.

ED 332 837

Moral Choices/Moral Conflicts: Self-Perceptions of Schoolteachers.

ED 332 376

Mother-Child Interactions in Families of Depressed Women.

ED 332 131

Multiple Realities and Multiple Voices in Ethnographic Texts.

ED 332 210

Music: An Avenue for Cultural Literacy.

ED 332 799

The Mutual Empowerment of Teachers and Principals.

ED 332 377

A National Survey of the Experiences of Beginning Vocational Teachers.

ED 332 040

Naturalistic Study of the Literate Behaviors of 4-Year-Old Children Occurring during Spontaneous Play in the Hollow Block Area of a Preschool Classroom.

ED 332 800

Networking: How To Permeate the Glass Ceiling-Some Highlights from Recent Studies of Networking among Women.

ED 332 356

A New Professional Role for Junior High School Science and Mathematics Teachers.

ED 332 960

Non-Linear Transformation of IRT Scale To Account for the Effect of Non-Normal Ability Distribution of the Item Parameter Estimation.

ED 333 029

North Carolina's School Improvement and Accountability Act: A Description of Local District Proposals.

ED 333 023

Notes from beyond the Cognitive Domain.

ED 332 221

Obstacles to Excellence: Factors Leading to an Exaggerated Sense of Communication Proficiency.

ED 332 256

One of the Things at Stake in the Peer-Group Conference: The Feminine.

ED 332 187

Online 1990.

ED 332 709

Organizational Culture in Adult Basic Education in the Netherlands.

ED 332 039

Outcome Differences between Breast-Fed and Bottle-Fed Infants.

ED 332 826

Parameter Invariance in the Rasch Model.

ED 333 043

Parental Caregiving and Child Externalizing Behavior in Nonclinical Samples: A Meta-Analysis.

ED 332 819

A Parenting Program with Attributional Insights and Its Effects on the Parent-Adolescent Relationship.

ED 332 787

Parents' Perceptions of Their Involvement in Planning the Transition from School to Work for Their Children with Disabilities.

ED 332 020

Part-Time Work among High School Seniors: How Much Is Too Much?

ED 332 108

The PATS Project: A State of Tennessee School Reform Initiative.

ED 332 294

Perceptions of BIA and Contract School Principals Towards Building Level Administrative/Leadership Roles: Implications for At-Risk Native American Students.

ED 332 850

Performance Assessment: What's Out There and How Useful Is It Really?

ED 333 051

Personality Type and Responding to Student Writing: Directions for Study.

ED 332 208

Personal Perspectives on Classroom Management.

ED 332 959

Personnel Preparation in Early Childhood Special Education: A Southeastern Perspective.

ED 332 444

The Place of Significance Testing in Contemporary Social Science.

ED 333 036

Planes of Existence: Toward Epistemological Peace.

ED 332 226

Popular Music, Television, and Generational Identity.

ED 332 232

Portfolio Assessment Group: Responses and Academic Dialogue: Empowering Change in Writing Programs. Panel Papers.

ED 332 174

Postsecondary Musical Independence and Related High School/College Experiences.

ED 332 449

The Power Game: Sexual Harassment on the College Campus.

ED 332 248

Pragmatic Humanism in the Workplace: Reaching the Troubled Employee via the Constructive Confrontation Strategy.

ED 332 247

Predictive Properties of the Gesell School Readiness Screening Test within Samples from Two Treatment Contexts.

ED 333 007

Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress.

ED 333 094

Preparing Students for Leadership in Tomorrow's Work.

ED 331 952

Pretence and Deception: One Cognitive Watershed or Two?

ED 332 811

The Process and Product of Portfolio Construction.

ED 332 995

Professionals' Standards of "Normal" Behavior with Anatomical Dolls and Factors That Influence These Standards.

ED 332 810

A Profile of Secondary SED Classrooms in Virginia: Curriculum Development and Instructional Procedures.

ED 332 482

A Profile of Users of a Level One Videodisc-Based Elementary School Science Program.

ED 332 869

Promoting School Improvement Practices: Developing Quality Effective School Assessment Indicators.

ED 332 336

Promoting Self-Responsibility and Decision Making with At-Risk Students.

ED 332 976

Psychological Predictors of Mortality: Evidence from a 41-Year Prospective Study.

ED 332 129

Putting "Meta" Terms in Context: Constructing a Developmental Picture and Exploring Philosophical Implications.

ED 332 194

A Qualitative Assessment: Community College

Administrator Opinions Concerning Their Choice of Employment Location.

ED 332 760

Racial Differences in the Structure of Self-Esteem in Early Adolescence: An Attitudinal Approach to Measurement and Conceptualization.

ED 332 117

Randomized Field Experiments in Education.

ED 333 031

Rationale and Methods To Articulate Ethics and Administrator Training.

ED 332 379

Readers, Writers, Teachers: The Process of Pedagogy.

ED 332 206

Reading and Reporting on Books: Teacher Expectations and Student Outcomes.

ED 332 150

Recovering the Hispanic Past: Historiography in a Void.

ED 333 092

The Relationship between Children's Play Patterns and Types of Teacher Intervention.

ED 332 803

Relationship between Language Teaching Methods and Writing Quality.

ED 332 536

The Relationship between Students' Approaches to Studying, Formal Reasoning Ability, Prior Knowledge, and Gender and Their Achievement in Chemistry.

ED 332 877

The Relationship between Teacher Use of Cooperative Learning and Teacher Efficacy.

ED 332 977

The Relationship between the Portfolio Method of Teaching Writing and Measures of Personality and Motivation.

ED 332 184

Relationships in the Workplace: Doing What Comes Naturally?

ED 333 001

The Relevance of Discourse Analysis of Supervisory Conferences: An Exploration.

ED 332 353

Remote Learning: Technologies & Opportunities.

ED 332 656

Researching Language Practices in Other Disciplines: Seeing Ourselves as "Other."

ED 332 181

Research Issues and Strategies in Regard to the Educational Treatment of the Black Athlete.

ED 332 642

Responses to Cooperative Learning Processes among Elementary-Age Students.

ED 332 808

A Review of Middle Level Organization.

ED 332 367

Revisioning Vygotsky.

ED 332 219

Rhetorical and Grammatical Tests To Enter Students as Mass Communication Majors.

ED 332 243

Rhetorics of Resistance.

ED 332 207

Rise, Development and Changing Conceptions of Curriculum Administration and Curriculum Guidelines in Norway: The National-Local Dilemma.

ED 332 303

The Role and Quality of Proprietary Schools: Minnesota Students' Perspectives.

ED 332 038

Role Change in Britain's Chief Education Officer.

ED 332 358

The Role of the University Presidential Spouse as Perceived by Spouses and Chairs of Boards of Trustees at Association of American Universities Affiliated Institutions. Executive Summary.

ED 332 644

Runaways: A Silent Crisis.

ED 332 114

Rural Schools and Community Development: A Conceptual Design Project.

ED 332 833

Satellite Distance Courses: A Collaborative Effort for Meeting Demands for Special Education Teachers.

ED 332 481

School Change and Personal Meaning: Provoking "Thoughtful" Teaching and Learning in an

Urban District.
ED 333 058

A School-College Consultation Model for Integration of Technology and Whole Language in Elementary Science Instruction. Field Study Report No. 1991.A.BAL, Christopher Columbus Consortium Project.
ED 332 155

School Counselor Attitudes and Referral Practices When Working with Suicidal Adolescents.
ED 332 121

School Refusal in Young Children.
ED 332 853

The Scientific Theory Profile: A Philosophy of Science Model for Science Teachers.
ED 332 867

Scoring a Semi-Structured Interview for Assessment of Beginning Secondary Mathematics Teachers.
ED 333 009

Seeing the Whole Picture: The Educational Program Audit.
ED 332 265

Self-Esteem Comparisons among Intellectually Gifted Minority/Non-Minority Junior High Students.
ED 332 440

Sex Roles and Eating Disorders: Evidence for Two Independent Relationships.
ED 332 075

Sibling and Peer Relations in Socially Rejected, Average, and Popular Children.
ED 332 822

Single Mothers by Choice and Inwedlock Mothers: Sex-Role Orientation, Locus of Control, and Social Support.
ED 332 109

Small Group Goal Structures and College Student Interactions.
ED 332 966

Social Skills instruction in Elementary and Secondary Education: Factors Effecting Curriculum Implementation.
ED 332 361

Social Support and Stress of Mothers of Mentally Retarded Children.
ED 332 484

The Sound (and Sight) of Silence: Notes on Television and the Communication Ecology of Adolescent Homosexuality.
ED 332 242

Stifled Voices; Clashing Ideologies: Student Arguments and the American Jeremiad.
ED 332 211

Structural Robustness and Ability Estimation in Item Response Theory: A Survey.
ED 333 034

Structured Rating Scales.
ED 333 046

Student Motivation and Self-Regulated Learning: A LISREL Model.
ED 333 006

Student Responses to Computers: A Longitudinal Study.
ED 332 250

Support for and Management of Information Technology in Schools.
ED 332 270

A Survey of More Authentic Assessment Practices.
ED 333 039

A Survey of School Counselors of Early Adolescents in Utah.
ED 332 128

Taking Cover, Taking Stock, or Taking Charge: An Urban District's Response When a State Department of Education Considers Taking Over.
ED 332 262

A Tale Full of Sound and Fury–Signifying What? Feminism and Curriculum Policy in Australia.
ED 332 369

Talking to Literacy Learners: A Parent Education Project.
ED 332 158

A Teacher Appraisal System for the Development of Shared Instructional Leadership and Effective Classroom Instruction.
ED 332 366

Teacher Education and the Role of External Actors: Four Case Studies.
ED 332 967

Teacher Expectations for Four-Year-Old Children: A Qualitative Analysis.

ED 332 807

Teacher Reasoning and Moral Judgement in the Context of Student Discipline Situations.
ED 332 973

Teachers and Principals: Gender Related Perceptions of Leadership and Power in Secondary Schools. Revised.
ED 332 364

Teacher Strike in a Rural State: Ready for Reform.
ED 332 859

Teacher Values and Classroom Culture: Teaching and Learning in a Rural, White Head Start Program.
ED 332 798

Techniques for Learning Vocabulary.
ED 332 499

Temperament and Self-Soothing Behavior in Children: Object Attachment and Thumbsucking.
ED 332 805

Temporality and Affect: Useful Starting Points in Interpretation.
ED 332 149

Test Anxiety in Different Curricular Areas: An Exploratory Analysis of the Role of Subject Matter.
ED 333 027

Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Actual Purposes of School Standardized Testing Programs.
ED 333 041

The Theory of Capitalist Regulation and the Development of American Higher Education.
ED 332 607

Time of Voting Decision: Knowledge and Uncertainty.
ED 332 246

Time To Teach a New World: Education and Technology in the 21st Century.
ED 332 675

Together Schools–Training Regular and Special Educators To Share Responsibility for Teaching All Students.
ED 332 483

Toward a Theory of School Leadership.
ED 332 378

Toward Balance in Translation.
ED 332 519

Towards a Feminist Pedagogy for the Sociology of Women's Education in Aotearoa, New Zealand: A Life History Approach.
ED 332 609

Towards an Understanding: Rural Education in Manitoba.
ED 332 847

Tracing the Effects of Reflective Classroom Practice.
ED 332 956

A Training Model for School-Based Decision Making.
ED 332 357

Training Personnel for Children Affected by Alcohol or Drugs.
ED 332 487

Training Teachers in the Natural Approach.
ED 332 516

Transition from Peer Group Dialogue to Traditional Schooling: Six Longitudinal Case Studies.
ED 332 972

Tutoring and Teaching: Continuum, Dichotomy, or Dialectic?
ED 332 185

Two Pieces of Wood: Symbols of Control.
ED 332 358

Types of Preschoolers' Verbal Thinking: Judgement of Fundamental Physical Laws.
ED 332 820

Uncertainty and Fragmentation: The "Realities" of the Principalship in the United States.
ED 332 362

"Unfinished Story" [The Making of a Learning Center Using Freirean and Democratic Plans.]
ED 332 212

The Use of Evoked Potential Studies in the Identification of Explosive Adolescents.
ED 332 118

The Use of Structured Social Interaction with the Culture-General Assimilator To Increase Cognitive Problem Solving about Intercultural Interactions in an Ethnically Diverse Population.
ED 333 077

Use of the "Attitudes Toward Mainstreaming

Scale" with Undergraduate Education Students.
ED 332 992

Using a Computer-Based Audiographic Telecommunication System for Distance Learning.
ED 332 662

Using IDE in Instructional Design: Encouraging Reflective Instruction Design Through Automated Design Tools.
ED 332 688

Using Performance Assessment for Accountability Purposes: Some Problems.
ED 333 008

Value Organization Linkages, Educational Restructuring, and Historical Reforms.
ED 332 359

Voice and the Collaborative Essay.
ED 332 222

Volleyball Officiating: Overlapping and Ball Handling.
ED 332 989

WAC and Engineering, or Why Engineers Can't Write.
ED 332 199

What a Difference a Recession Makes: The Rise and Fall of Integrated Services for At-Risk Youth in Massachusetts.
ED 333 093

What Benefits Can Be Derived from the Involvement of Student Teachers in Research? Effective Introduction of Research into Preservice Teacher Education.
ED 332 978

"What Can We Do about Youth Suicide?"
ED 332 107

What Counts as Success? Perspectives from Practice and Research.
ED 332 868

What Our Students Like To Write and Why: Exploring the Creative and the Personal.
ED 332 189

What Research Should Be Done in Technology Education To Advance the Profession in Areas of Philosophy and Curriculum?
ED 332 046

What's New: Acquatic Stabilization: Aquatic Rehabilitation Strategies for the Lumbar Spine and Risk Management for the Aquatic Therapist.
ED 332 963

When Difference Means Disaster: Reflections on a Teacher Education Strategy for Countering Student Resistance to Diversity.
ED 333 002

Who's Annoying Who? Problems in Organizational Groups.
ED 332 244

Why Mental Health Centers Should Not Do Home-Based Family Centered Services.
ED 332 089

Will New Structures Stay Restructured?
ED 332 302

Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.
ED 332 680

Write Where You Are: The Off-Campus Composition Course.
ED 332 183

Writing Abilities, Writing Attitudes, and the Teaching of Writing.
ED 332 215

Writing Achievement of Middle Level Students Using Computers To Write a Newspaper.
ED 332 205

Writing Tasks and the Quality of Student Writing: Evidence from a Statewide Assessment of Writing.
ED 332 195

The Young Child's Need for Death Education.
ED 332 801

(160) Tests/Questionnaires

Advanced Trainers Development Workshop (Islamabad, Pakistan, July 7-26, 1990). Final Report.
ED 331 966

Alcohol Problems Prevention/Intervention Programs: Guidelines for College Campuses. Revised.
ED 332 593

Assessing Assessment: An In-depth Status Report on the Higher Education Assessment Movement in 1990. The First Report of a National Survey. Higher Education Panel Report Number 79.

ED 332 625
Assessing the Information Needs of Rural Americans. Public Libraries.

ED 332 721
California Community College Job Placement Services Survey.

ED 332 764
Career Education in the Junior High School: What Is the Current Situation?

ED 332 022
Changing Roles, Changing Relationships: Parent-Professional Collaboration on Behalf of Children with Emotional Disabilities. Families as Allies Project.

ED 332 414
Characteristics and Attitudes of Frequent Participants in the Urban Mathematics Collaboratives: Results of the Secondary Mathematics Teacher Questionnaire.

ED 333 086
Chicago Public High Schools' Improvement Plans: Improving Students' Learning.

ED 332 372
Community College Involvement in Contracted Training and Other Economic Development Activities. A Report of a National Survey.

ED 332 742
Community Service: A Comparative Study at Catholic High School Programs in an Urban Archdiocese.

ED 333 073
[Community Service Program, Westmont College.]

ED 332 645
A Comparative Analysis of Methods Used in Preparation for Occupational Testing.

ED 332 014
Computer Applications Planning: Program Assessment Profile. A Tool for Analyzing School and District Programs and Activities.

ED 332 665
Criterion-Sensitive Measurement: A Study in Multi-Dimensionality.

ED 333 048
Curriculum Design: High School Introductory Speech.

ED 332 253
A Description and Survey of a Cohort of Community College Students with Explanations of their Perceived Satisfaction, Goal Attainment, and Personal Growth. Final Report to the Ford Foundation.

ED 332 744
The Development, Pilot-Testing, and Dissemination of a Comprehensive Evaluation Model for Assessing the Effectiveness of a Two-Way Interactive Distance Learning System. Final Report.

ED 332 690
Effects of Structural Change on Labor Supply in Wisconsin.

ED 331 963
The Effects of the Transfer Alliance Program on Its Colleges, Faculty, and Students.

ED 332 761
Enhancing Faculty Professional Development Opportunities through the Provision of Faculty Research Funding.

ED 332 626
Establishing Behavioral and Assessment Criteria through the Use of a Behavioral Level System for Dealing with Self Contained EH Elementary School Children.

ED 332 426
Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90. Focus on F. B. Leon Guerrero Middle School.

ED 332 296
Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions.

ED 332 731
Follow-Up Study on Guidance 7, College Success Students at Columbia College, 1989-90.

ED 332 734
Formalizing Informal EFL Teaching and Learning.

ED 332 541
Human Resource Development for International Operation.

ED 332 044
Implementing Race and Ethnocultural Equity Policy in Ontario School Boards.

ED 333 066
Improve Student Retention through Assessment and Identification of Vocational Aptitudes and Abilities. Final Report.

ED 331 974
Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.

ED 332 164
Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.

ED 332 093
Improving the Problem Solving Skills of At-Risk High School Mathematics Students through Cooperative Work Groups and Computer-Assisted Instruction.

ED 332 874
Kw'atindee Bino Community Teacher Education Program. Intern Profiles: Community and School Partnerships; Culture and Learning; Curriculum and Children.

ED 332 848
LEA–Language Experience Approach: Who Uses It?

ED 332 169
Making the System Work: An Advocacy Workshop for Parents. Families as Allies Project.

ED 332 411
Matriculation Student Survey, Spring, 1990.

ED 332 766
Minority Advancement Program: A Research Report on an Operative Educational Model.

ED 333 075
National Drug and Alcoholism Treatment Unit Survey (NDATUS). 1987 Final Report.

ED 332 097
A New Professional Role for Junior High School Science and Mathematics Teachers.

ED 332 960
The Noble Path: Buddhist Art of South Asia and Tibet. Teacher's Packet.

ED 332 924
Planning a Needs Assessment Management System: PANAMS. Personnel Preparation for Special Education Services.

ED 332 381
Plans of the 1988 Graduates, Los Angeles Unified School District. Publication No. 539.

ED 333 076
Preparation and Transition: The Transfer Relationship between Lane Community College and the University of Oregon.

ED 332 743
Preventing Teacher Dropout: Volume 1–Mentors Helping New LAUSD Teachers, 1984-1988; Volume 2–Retention Rates for LAUSD Mentors, Mentees, and Other Teachers, 1984 to 1988.

ED 332 975
A Profile of Undergraduate Educational Technology (In)Competence: Are We Preparing Today's Education Graduates for Teaching in the 1990's?

ED 332 985
Project for Program Improvement through the Utilization of Self-Paced Individualized Instruction Concepts Industrial Equipment Technology. Final Report.

ED 331 970
Regional Campuses Non-Returning Student Survey.

ED 332 773
The Relationship between Teacher Use of Cooperative Learning and Teacher Efficacy.

ED 332 977
Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1989-August 31, 1990.

ED 332 637
Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education. Project ASSIST.

ED 332 471
The Role of the University Presidential Spouse as Perceived by Spouses and Chairs of Boards of Trustees at Association of American Universities Affiliated Institutions. Executive Summary.

ED 332 644
School Refusal in Young Children.

ED 332 853
A Short Guide to the Writing of Instructional Objectives.

ED 332 757

Sierra College Algebra Student Survey Results.
ED 332 765
Statewide VTAE Staff Training Needs Assessment. Final Report.

ED 331 961
The Status of Correctional Education in the United States. A Report of the 1987 Annual Survey of State Directors of Correctional Education.

ED 332 034
Strategies for Maintaining a Support Group.

ED 332 391
Student Employment Programs in ARL Libraries. SPEC Kit 168.

ED 332 718
A Study of Peer Tutor Training Programs: A League Report.

ED 332 777
A Survey of More Authentic Assessment Practices.

ED 333 039
A Template for Preparing A Technology Applications Plan.

ED 332 670
Ten Step Guide for Comprehensive Educational Assessment of Students with Visual Impairments.

ED 332 472
Therapeutic Case Advocacy Trainers' Guide: A Format for Training Direct Service Staff and Administrators. Therapeutic Case Advocacy Project.

ED 332 420
Transition from Peer Group Dialogue to Traditional Schooling: Six Longitudinal Case Studies.

ED 332 972
Traumatic Brain Injury and Vocational Rehabilitation.

ED 332 478
University of Northern Colorado Drug and Alcohol Policy [and] Drug Prevention/Education Program at UNC [and] University of Northern Colorado Alcohol Use Survey.

ED 332 575
Volunteer Evaluation System 1989-1990.

ED 332 019
Workbook Series for Providing Services to Children with Handicaps and Their Families. Workbook for: Developing Culturally Competent Programs for Families of Children with Special Needs. 2nd Edition.

ED 332 462
Working Together: The Parent/Professional Partnership. Families as Allies Project.

ED 332 412
Working with Underprepared Students: Strategies from Faculty.

ED 332 746
Youth Employment in American Industry.

ED 333 069

**(171) Multilingual/Bilingual Materials**

Whole Language: A Framework for Thinking about Literacy Work with Adults.

ED 332 051

# Clearinghouse Number/ED Number
# Cross-Reference Index

This index cross-reference the temporary ERIC Clearinghouse accession number to the permanent ERIC Document (ED) accession numbers by which resumes are arranged in *Resources in Education (RIE)*. Readers who have only Clearinghouse numbers for a given document may use this index to trace the item to this ED number and hence to its location in *RIE.*

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following Clearinghouse prefixes are used in this index.

| | | | | |
|---|---|---|---|---|
| AA | — | ERIC Processing and Reference Facility | | |
| CE | — | Adult, Career, and Vocational Education | | |
| CG | — | Counseling and Personnel Services | | |
| CS | — | Reading and Communication Skills | | |
| EA | — | Educational Management | | |
| EC | — | Handicapped and Gifted Children | | |
| FL | — | Languages and Linguistics | | |
| HE | — | Higher Education | | |
| IR | — | Information Resources | | |
| JC | — | Junior Colleges | | |
| PS | — | Elementary and Early Childhood Education | | |
| RC | — | Rural Education and Small Schools | | |
| SE | — | Science, Mathematics, and Environmental Education | | |
| SO | — | Social Studies/Social Science Education | | |
| SP | — | Teacher Education | | |
| TM | — | Tests, Measurement, and Evaluation | | |
| UD | — | Urban Education | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| HE024102 | ED332562 | IR013768 | ED332657 | JC910271 | ED332752 | RC018119 | ED332845 |
| HE024105 | ED332563 | IR013769 | ED332658 | JC910272 | ED332753 | RC018121 | ED332846 |
| HE024198 | ED332564 | IR013855 | ED332659 | JC910273 | ED332754 | RC018122 | ED332847 |
| HE024475 | ED332565 | IR014131 | ED332660 | JC910274 | ED332755 | RC018151 | ED332848 |
| HE024476 | ED332566 | IR014860 | ED332661 | JC910275 | ED332756 | RC018154 | ED332849 |
| HE024477 | ED332567 | IR014883 | ED332662 | JC910276 | ED332757 | RC018159 | ED332850 |
| HE024509 | ED332568 | IR014911 | ED332663 | JC910277 | ED332758 | RC018160 | ED332851 |
| HE024510 | ED332569 | IR014912 | ED332664 | JC910279 | ED332759 | RC018161 | ED332852 |
| HE024511 | ED332570 | IR014959 | ED332665 | JC910280 | ED332760 | RC018162 | ED332853 |
| HE024527 | ED332571 | IR014974 | ED332666 | JC910281 | ED332761 | RC018164 | ED332854// |
| HE024528 | ED332572 | IR014975 | ED332667 | JC910282 | ED332762 | RC018165 | ED332855 |
| HE024529 | ED332573 | IR014976 | ED332668 | JC910283 | ED332763 | RC018166 | ED332856 |
| HE024530 | ED332574 | IR014977 | ED332669 | JC910288 | ED332764 | RC018167 | ED332857 |
| HE024531 | ED332575 | IR014978 | ED332670 | JC910290 | ED332765 | RC018169 | ED332858 |
| HE024532 | ED332576 | IR014981 | ED332671 | JC910291 | ED332766 | RC018172 | ED332859 |
| HE024533 | ED332577 | IR014988 | ED332672 | JC910293 | ED332767 | RC018189 | ED332860 |
| HE024534 | ED332578 | IR014989 | ED332673 | JC910294 | ED332768 | RC018191 | ED332861 |
| HE024535 | ED332579 | IR014991 | ED332674 | JC910295 | ED332769 | | |
| HE024536 | ED332580 | IR014992 | ED332675 | JC910296 | ED332770 | SE050919 | ED332862 |
| HE024537 | ED332581 | IR014993 | ED332676 | JC910297 | ED332771 | SE051941 | ED332863 |
| HE024538 | ED332582 | IR014994 | ED332677 | JC910300 | ED332772 | SE052099 | ED332864 |
| HE024539 | ED332583 | IR014995 | ED332678 | JC910301 | ED332773 | SE052100 | ED332865 |
| HE024540 | ED332584 | IR014996 | ED332679 | JC910302 | ED332774 | SE052101 | ED332866 |
| HE024541 | ED332585 | IR014997 | ED332680 | JC910303 | ED332775 | SE052103 | ED332867 |
| HE024542 | ED332586 | IR014998 | ED332681 | JC910304 | ED332776 | SE052104 | ED332868 |
| HE024543 | ED332587 | IR014999 | ED332682 | JC910305 | ED332777 | SE052105 | ED332869 |
| HE024544 | ED332588 | IR015000 | ED332683 | JC910306 | ED332778 | SE052106 | ED332870 |
| HE024545 | ED332589 | IR015001 | ED332684 | JC910307 | ED332779 | SE052107 | ED332871 |
| HE024546 | ED332590 | IR015002 | ED332685 | JC910308 | ED332780 | SE052108 | ED332872 |
| HE024547 | ED332591 | IR015010 | ED332686 | | | SE052109 | ED332873 |
| HE024548 | ED332592 | IR015011 | ED332687 | | | SE052121 | ED332874 |
| HE024549 | ED332593 | IR015015 | ED332688 | PS018111 | ED332781 | SE052126 | ED332875 |
| HE024550 | ED332594 | IR015034 | ED332689 | PS018520 | ED332782 | SE052128 | ED332876 |
| HE024551 | ED332595 | IR015038 | ED332690 | PS019163 | ED332783 | SE052136 | ED332877 |
| HE024557 | ED332596 | IR015061 | ED332691 | PS019212 | ED332784 | SE052137 | ED332878 |
| HE024558 | ED332597 | IR015062 | ED332692 | PS019289 | ED332785 | | |
| HE024559 | ED332598 | IR015071 | ED332693 | PS019291 | ED332786 | | |
| HE024560 | ED332599 | IR015072 | ED332694 | PS019293 | ED332787 | SO019832 | ED332879 |
| HE024561 | ED332600 | IR015082 | ED332695 | PS019338 | ED332788 | SO019940 | ED332880 |
| HE024562 | ED332601 | IR015099 | ED332696 | PS019365 | ED332789 | SO020548 | ED332881 |
| HE024563 | ED332602 | IR015100 | ED332697 | PS019402 | ED332790 | SO020723 | ED332882 |
| HE024564 | ED332603 | IR052659 | ED332698 | PS019428 | ED332791 | SO020870 | ED332883 |
| HE024565 | ED332604 | IR052955 | ED332699 | PS019452 | ED332792 | SO021017 | ED332884 |
| HE024566 | ED332605 | IR053023 | ED332700 | PS019479 | ED332793 | SO021090 | ED332885 |
| HE024567 | ED332606 | IR053024 | ED332701 | PS019495 | ED332794 | SO021091 | ED332886 |
| HE024568 | ED332607 | IR053025 | ED332702 | PS019503 | ED332795 | SO021094 | ED332887 |
| HE024569 | ED332608 | IR053382 | ED332703 | PS019504 | ED332796 | SO021104 | ED332888 |
| HE024570 | ED332609 | IR053530 | ED332704 | PS019506 | ED332797 | SO021109 | ED332889 |
| HE024571 | ED332610 | IR053571 | ED332705 | PS019513 | ED332798 | SO021110 | ED332890 |
| HE024572 | ED332611 | IR053577 | ED332706 | PS019519 | ED332799 | SO021125 | ED332891 |
| HE024574 | ED332612 | IR053586 | ED332707 | PS019522 | ED332800 | SO021165 | ED332892 |
| HE024575 | ED332613 | IR053591 | ED332708 | PS019544 | ED332801 | SO021178 | ED332893 |
| HE024576 | ED332614 | IR053592 | ED332709 | PS019546 | ED332802 | SO021179 | ED332894 |
| HE024577 | ED332615 | IR053593 | ED332710 | PS019552 | ED332803 | SO021181 | ED332895 |
| HE024578 | ED332616 | IR053594 | ED332711 | PS019573 | ED332804 | SO021207 | ED332896 |
| HE024579 | ED332617 | IR053595 | ED332712 | PS019574 | ED332805 | SO021209 | ED332897 |
| HE024580 | ED332618 | IR053596 | ED332713 | PS019576 | ED332806 | SO021210 | ED332898 |
| HE024581 | ED332619 | IR053597 | ED332714 | PS019583 | ED332807 | SO021216 | ED332899 |
| HE024582 | ED332620 | IR053598 | ED332715 | PS019590 | ED332808 | SO021231 | ED332900 |
| HE024583 | ED332621 | IR053599 | ED332716 | PS019591 | ED332809 | SO021235 | ED332901 |
| HE024584 | ED332622 | IR053601 | ED332717 | PS019600 | ED332810 | SO021245 | ED332902 |
| HE024585 | ED332623 | IR053602 | ED332718 | PS019602 | ED332811 | SO021246 | ED332903 |
| HE024586 | ED332624 | IR053603 | ED332719 | PS019604 | ED332812 | SO021251 | ED332904 |
| HE024588 | ED332625 | IR053604 | ED332720 | PS019606 | ED332813 | SO021252 | ED332905 |
| HE024589 | ED332626 | IR053605 | ED332721 | PS019609 | ED332814 | SO021253 | ED332906 |
| HE024590 | ED332627 | IR053606 | ED332722 | PS019610 | ED332815 | SO021259 | ED332907 |
| HE024591 | ED332628 | IR053607 | ED332723 | PS019611 | ED332816 | SO021289 | ED332908 |
| HE024592 | ED332629 | IR053610 | ED332724 | PS019612 | ED332817 | SO021290 | ED332909 |
| HE024593 | ED332630 | IR053616 | ED332725 | PS019615 | ED332818 | SO021302 | ED332910 |
| HE024594 | ED332631 | IR053619 | ED332726 | PS019617 | ED332819 | SO021309 | ED332911 |
| HE024595 | ED332632 | IR053620 | ED332727 | PS019618 | ED332820 | SO021310 | ED332912 |
| HE024596 | ED332633 | IR053654 | ED332728 | PS019619 | ED332821 | SO021313 | ED332913 |
| HE024597 | ED332634 | IR053669 | ED332729 | PS019622 | ED332822 | SO021320 | ED332914 |
| HE024614 | ED332635// | IR053670 | ED332730 | PS019623 | ED332823 | SO021337 | ED332915 |
| HE024615 | ED332636 | IR053671 | ED332731 | PS019624 | ED332824 | SO021341 | ED332916 |
| HE024616 | ED332637 | | | PS019630 | ED332825 | SO021342 | ED332917 |
| HE024617 | ED332638 | | | PS019645 | ED332826 | SO021344 | ED332918 |
| HE024618 | ED332639 | JC880383 | ED332732 | PS019646 | ED332827 | SO021345 | ED332919 |
| HE024619 | ED332640 | JC900135 | ED332733 | PS019649 | ED332828 | SO021346 | ED332920 |
| HE024620 | ED332641 | JC910139 | ED332734 | PS019651 | ED332829 | SO021352 | ED332921 |
| HE024621 | ED332642 | JC910231 | ED332735 | PS019736 | ED332830 | SO021358 | ED332922 |
| HE024622 | ED332643 | JC910239 | ED332736 | PS019748 | ED332831 | SO021359 | ED332923 |
| HE024623 | ED332644 | JC910240 | ED332737 | | | SO021360 | ED332924 |
| HE024624 | ED332645 | JC910242 | ED332738 | | | SO021361 | ED332925 |
| HE024626 | ED332646 | JC910250 | ED332739 | RC017029 | ED332832 | SO021369 | ED332926 |
| HE024627 | ED332647 | JC910254 | ED332740 | RC017232 | ED332833 | SO021370 | ED332927 |
| HE024628 | ED332648 | JC910258 | ED332741 | RC017235 | ED332834 | SO021408 | ED332928 |
| HE024629 | ED332649 | JC910259 | ED332742 | RC017416 | ED332835 | SO021409 | ED332929 |
| HE024630 | ED332650 | JC910262 | ED332743 | RC017746 | ED332836 | SO021411 | ED332930 |
| HE024631 | ED332651 | JC910263 | ED332744 | RC017764 | ED332837 | SO021413 | ED332931 |
| HE024632 | ED332652 | JC910264 | ED332745 | RC017795 | ED332838 | SO030086 | ED332932 |
| HE024633 | ED332653 | JC910265 | ED332746 | RC018026 | ED332839 | SO030129 | ED332933 |
| | | JC910266 | ED332747 | RC018046 | ED332840 | SO030130 | ED332934 |
| | | JC910267 | ED332748 | RC018079 | ED332841 | SO030131 | ED332935 |
| IR013694 | ED332654 | JC910268 | ED332749 | RC018102 | ED332842 | SO030133 | ED332936 |
| IR013739 | ED332655 | JC910269 | ED332750 | RC018104 | ED332843 | SO030140 | ED332937 |
| IR013750 | ED332656 | JC910270 | ED332751 | RC018105 | ED332844 | | |

| | | | |
|---|---|---|---|
| SO030141 | ED332938 | TM016532 | ED333031 |
| SO030142 | ED332939 | TM016535 | ED333032 |
| SO030143 | ED332940 | TM016536 | ED333033 |
| SO030144 | ED332941 | TM016542 | ED333034 |
| SO030147 | ED332942 | TM016543 | ED333035 |
| SO030151 | ED332943 | TM016545 | ED333036 |
| SO030152 | ED332944 | TM016547 | ED333037 |
| SO030173 | ED332945 | TM016561 | ED333038 |
| SO030174 | ED332946 | TM016565 | ED333039 |
| SO030180 | ED332947 | TM016568 | ED333040 |
| SO030228 | ED332948 | TM016571 | ED333041 |
| SO030279 | ED332949 | TM016582 | ED333042 |
| SO030416 | ED332950 | TM016583 | ED333043 |
| | | TM016586 | ED333044 |
| | | TM016614 | ED333045 |
| SP030305 | ED332951 | TM016615 | ED333046 |
| SP031021 | ED332952// | TM016616 | ED333047 |
| SP031224 | ED332953// | TM016617 | ED333048 |
| SP031258 | ED332954 | TM016625 | ED333049 |
| SP032287 | ED332955 | TM016648 | ED333050 |
| SP033002 | ED332956 | TM016784 | ED333051 |
| SP033010 | ED332957 | TM016895 | ED333052 |
| SP033032 | ED332958 | | |
| SP033034 | ED332959 | | |
| SP033035 | ED332960 | UD027155 | ED333053 |
| SP033051 | ED332961 | UD027692 | ED333054 |
| SP033052 | ED332962 | UD027786 | ED333055 |
| SP033057 | ED332963 | UD027904 | ED333056 |
| SP033060 | ED332964 | UD027948 | ED333057 |
| SP033063 | ED332965 | UD028019 | ED333058 |
| SP033064 | ED332966 | UD028039 | ED333059 |
| SP033065 | ED332967 | UD028042 | ED333060// |
| SP033066 | ED332968// | UD028043 | ED333061 |
| SP033067 | ED332969 | UD028046 | ED333062// |
| SP033069 | ED332970// | UD028060 | ED333063 |
| SP033070 | ED332971 | UD028061 | ED333064 |
| SP033072 | ED332972 | UD028065 | ED333065// |
| SP033075 | ED332973 | UD028066 | ED333066 |
| SP033077 | ED332974 | UD028068 | ED333067// |
| SP033083 | ED332975 | UD028070 | ED333068 |
| SP033084 | ED332976 | UD028074 | ED333069 |
| SP033087 | ED332977 | UD028076 | ED333070 |
| SP033088 | ED332978 | UD028079 | ED333071 |
| SP033089 | ED332979 | UD028080 | ED333072// |
| SP033092 | ED332980 | UD028081 | ED333073 |
| SP033093 | ED332981 | UD028082 | ED333074 |
| SP033096 | ED332982 | UD028083 | ED333075 |
| SP033103 | ED332983 | UD028084 | ED333076 |
| SP033104 | ED332984 | UD028100 | ED333077 |
| SP033105 | ED332985 | UD028101 | ED333078 |
| SP033109 | ED332986 | UD028102 | ED333079 |
| SP033110 | ED332987 | UD028103 | ED333080 |
| SP033111 | ED332988 | UD028104 | ED333081 |
| SP033113 | ED332989 | UD028105 | ED333082 |
| SP033116 | ED332990 | UD028106 | ED333083 |
| SP033118 | ED332991 | UD028107 | ED333084 |
| SP033122 | ED332992 | UD028108 | ED333085 |
| SP033126 | ED332993 | UD028109 | ED333086 |
| SP033131 | ED332994 | UD028110 | ED333087 |
| SP033136 | ED332995 | UD028111 | ED333088 |
| SP033140 | ED332996 | UD028112 | ED333089 |
| SP033143 | ED332997 | UD028115 | ED333090 |
| SP033147 | ED332998 | UD028121 | ED333091 |
| SP033149 | ED332999// | UD028122 | ED333092 |
| SP033159 | ED333000 | UD028123 | ED333093 |
| SP033160 | ED333001 | UD028124 | ED333094 |
| SP033231 | ED333002 | UD028126 | ED333095 |
| | | | |
| TM012626 | ED333003 | | |
| TM015730 | ED333004// | | |
| TM016216 | ED333005 | | |
| TM016328 | ED333006 | | |
| TM016380 | ED333007 | | |
| TM016429 | ED333008 | | |
| TM016444 | ED333009 | | |
| TM016456 | ED333010 | | |
| TM016457 | ED333011// | | |
| TM016458 | ED333012 | | |
| TM016461 | ED333013 | | |
| TM016462 | ED333014 | | |
| TM016463 | ED333015 | | |
| TM016465 | ED333016 | | |
| TM016486 | ED333017 | | |
| TM016488 | ED333018 | | |
| TM016491 | ED333019 | | |
| TM016495 | ED333020 | | |
| TM016496 | ED333021 | | |
| TM016501 | ED333022 | | |
| TM016502 | ED333023 | | |
| TM016504 | ED333024 | | |
| TM016506 | ED333025 | | |
| TM016508 | ED333026 | | |
| TM016510 | ED333027 | | |
| TM016515 | ED333028 | | |
| TM016528 | ED333029 | | |
| TM016530 | ED333030 | | |

# THESAURUS ADDITIONS AND CHANGES

All new Descriptors and other *Thesaurus* changes previously listed here are now included in the new 1990 *Thesaurus of ERIC Descriptors* (12th edition). The 1990 edition reflects all updates to the *Thesaurus* file through April 1990, including 282 new Descriptors and many other changes since the 1987 (11th) edition was published. New Descriptors, deleted Descriptors, scope note modifications, etc., implemented in the *Thesaurus* beyond April 1990 will continue to be listed in this *Thesaurus Additions and Changes* section in order to bring them to the attention of users.

Significant features of the new edition are:

● Sturdy cloth, reinforced binding, designed to withstand continuous, heavy use.
● 282 new Descriptors and 264 new USE references.

## ORDERING INFORMATION FOR THE 1990 THESAURUS

Title:  *Thesaurus of ERIC Descriptors, 12th Edition*

ISBN:  ISBN 0-89774-561-2

Publisher:  The Oryx Press
4041 North Central at Indian School Rd.
Phoenix, AZ 85012-3397

Price:  $69.50 plus postage. Publisher pays postage if payment is sent with order.

Order Toll-Free:  1-800-279-6799

**ERIC** ®  Revised February 1991

# ERIC Price Codes

### PAPER COPY /HARD COPY

| PRICE CODE | PAGINATION | PRICE |
|---|---|---|
| PC 01 | 1- 25 | $ 3.12 |
| PC 02 | 26- 50 | 6.24 |
| PC 03 | 51- 75 | 9.36 |
| PC 04 | 76- 100 | 12.48 |
| PC 05 | 101- 125 | 15.60 |
| PC 06 | 126- 150 | 18.72 |
| PC 07 | 151- 175 | 21.84 |
| PC 08 | 176- 200 | 24.96 |
| PC 09 | 201- 225 | 28.08 |
| PC 10 | 226- 250 | 31.20 |
| PC 11 | 251- 275 | 34.32 |
| PC 12 | 276- 300 | 37.44 |
| PC 13 | 301- 325 | 40.56 |
| PC 14 | 326- 350 | 43.68 |
| PC 15 | 351- 375 | 46.80 |
| PC 16 | 376- 400 | 49.92 |
| PC 17 | 401- 425 | 53.04 |
| PC 18 | 426- 450 | 56.16 |
| PC 19 | 451- 475 | 59.28 |
| PC 20 | 476- 500 | 62.40 |
| PC 21 | 501- 525 | 65.52 |
| PC 22 | 526- 550 | 68.64 |
| PC 23 | 551- 575 | 71.76 |
| PC 24 | 576- 600 | 74.88 |
| PC 25 | 601- 625 | 78.00 |
| PC 26 | 626- 650 | 81.12 |
| PC 27 | 651- 675 | 84.24 |
| PC 28 | 676- 700 | 87.36 |
| PC 29 | 701- 725 | 90.48 |
| PC 30 | 726- 750 | 93.60 |
| PC 31 | 751- 775 | 96.72 |
| PC 32 | 776- 800 | 99.84 |
| PC 33 | 801- 825 | 102.96 |
| PC 34 | 826- 850 | 106.08 |
| PC 35 | 851- 875 | 109.20 |
| PC 36 | 876- 900 | 112.32 |
| PC 37 | 901- 925 | 115.44 |
| PC 38 | 926- 950 | 118.56 |
| PC 39 | 951- 975 | 121.68 |
| PC 40 | 976-1,000 | 124.80 |

ADD 3.12 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

### MICROFICHE

| PRICE CODE | PAGINATION | NO. OF FICHE | PRICE |
|---|---|---|---|
| MF 01 | 1- 480 | 1-5 | $1.15 |
| MF 02 | 481- 576 | 6 | 1.40 |
| MF 03 | 577- 672 | 7 | 1.65 |
| MF 04 | 673- 768 | 8 | 1.90 |
| MF 05 | 769- 864 | 9 | 2.15 |
| MF 06 | 865- 960 | 10 | 2.40 |
| MF 07 | 961-1,056 | 11 | 2.65 |
| MF 08 | 1,057- 1,152 | 12 | 2.90 |
| MF 09 | 1,153- 1,248 | 13 | 3.15 |
| MF 10 | 1,249-1,344 | 14 | 3.40 |
| MF 11 | 1,345-1,440 | 15 | 3.65 |
| MF 12 | 1,441-1,536 | 16 | 3.90 |
| MF 13 | 1,537-1,632 | 17 | 4.15 |
| MF 14 | 1,633-1,728 | 18 | 4.40 |
| MF 15 | 1,729-1,824 | 19 | 4.65 |

ADD $0.25 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

## HOW TO ORDER ERIC DOCUMENTS

**EDRS** **ERIC**® DOCUMENT REPRODUCTION SERVICE

7420 FULLERTON ROAD, SUITE 110
SPRINGFIELD, VA 22153-2852
OPERATED BY
CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
800-443-3742          703-440-1400

# IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

| ED NUMBER | NO. OF PAGES | NO. OF COPIES | | UNIT PRICE | TOTAL UNIT COST |
|---|---|---|---|---|---|
| | | MF | PC | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL NO. OF PAGES** | | | | **SUBTOTAL** | |

### UNIT PRICE SCHEDULE

| RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX | |
|---|---|
| **SHIPPING CHARGES** | |
| **TOTAL COST** | |

**MICROFICHE (MF)**

| NUMBER FICHE EACH ED # | PRICE CODE | Price |
|---|---|---|
| 1 to 5 (up to 480 pages) | MF01 | $1.15 |
| Each additional microfiche (additional 96 pages) | | $ .25 |

**PAPER COPY (PC)**

| NUMBER PAGES EACH ED # | PRICE CODE | Price |
|---|---|---|
| 1 to 25 | PC01 | $3.12 |
| Each additional 25 pages | | $3.12 |

### CHARTS FOR DETERMINING SHIPPING CHARGES

| U.S. POSTAL SERVICE | | 1st CLASS POSTAGE FOR | | | MICROFICHE ONLY | |
|---|---|---|---|---|---|---|
| 1-7 Microfiche ONLY $0.29 | 8-19 Microfiche ONLY $0.52 | 20-30 Microfiche ONLY $0.75 | 31-42 Microfiche ONLY $0.98 | 43-54 Microfiche ONLY $1.21 | 55-67 Microfiche ONLY $1.44 | 68-80 Microfiche ONLY $1.67 |

**UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY***
*UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

| 1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.79 | 2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $3.30 | 3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.74 | 4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $4.09 | 5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $4.31 | 6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.53 | 7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.77 | 8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $5.17-$5.94 |
|---|---|---|---|---|---|---|---|

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

## SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

**PAYMENTS: You may pay by**

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

**PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.**

**VISA**

WE HONOR BOTH

☐ Check or Money Order          ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)
☐ MasterCard          ☐ VISA
Account Number _____ Expiration Date _____
Signature _____
☐ Deposit Account Number _____
Signature _____

ENTER "SHIP TO" ADDRESS _____
_____
_____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

**PLEASE DO NOT REMOVE.**
THIS FORM MAY BE PHOTOCOPIED OR ADDITIONAL COPIES OBTAINED FROM EDRS.

# EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

## STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education** (RIE) are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.111 per microfiche. If you prefer a silver halide film base, the cost is $0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

## BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education** (RIE) since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

## GENERAL INFORMATION

**1. PRICE LIST**
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

**2. PAYMENT**
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

**3. REPRODUCTION**
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

**4. CONTINGENCIES**
CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

**5. LIABILITY**
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

**6. WARRANTY**
CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

**7. QUALITY**
CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

**8. CHANGES**
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

**9. DEFAULT AND WAIVER**
   a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

   b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

**10. GOVERNING LAW**
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

**11. DEPOSIT ACCOUNTS**
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

**12. PAPER COPY (PC)**
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

**13. FOREIGN POSTAGE**
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

# HOW TO ORDER
## *RESOURCES IN EDUCATION (RIE)*

*Resources in Education (RIE)* is a monthly abstract journal covering the document literature of education. It is published for the U.S. Department of Education by the U.S. Government Printing Office (GPO). RIE consists of twelve (12) monthly issues (each announcing over 1000 documents and indexing them by Subject, Institution, Personal Author, and Publication Type) and two (2) cumulative semiannual indexes (Jan-June, July-Dec). RIE is sold by GPO on subscription or as individual issues on-demand. Stock is retained for only approximately six months; issues older than that are generally not available from GPO. Orders from foreign sources cost 25% additional, as shown in the table below.

| RIE Product (Master Stock No. 756-003-00000-8) | Domestic | Foreign |
|---|---|---|
| Subscription to Monthly Issues (12 iss.) | $94.00 | $117.50 |
| — Single Copy On-Demand (1 iss.) | 17.00 | 21.25 |
| Subscription to Semiannual Index (2 iss.) | 30.00 | 37.50 |
| — Single Index On-Demand (1 iss.) | 30.00 | 37.50 |

Mail Orders: Check or money order (full remittance required) made payable to "Superintendent of Documents."
Mail to: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9371

Telephone Orders: Acceptable credit cards are: Choice, Mastercard, or VISA. You may also charge against your pre-paid GPO deposit account, if available.
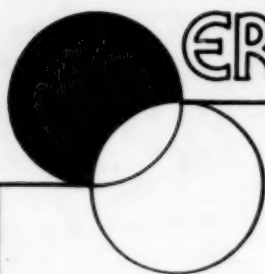
Call: 202-783-3238 (Note: This is not an FTS or AUTOVON line)

Customer Service: Publication service section (inquiries about a publication order): 202-275-3050

Subscription research section (inquiries about a subscription order): 202-275-3054

Deposit account section (inquiries about deposit accounts): 202-275-2481

Depository libraries should contact: 202-275-1006 (Library Programs Service)

346

**U.S. DEPARTMENT OF EDUCATION**
*Office of Educational Research and Improvement (OERI)*
*Educational Resources Information Center (ERIC)*

# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

| Title: |
|---|

| Author(s): |
|---|

| Corporate Source: | Publication Date: |
|---|---|

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

◀ **Sample sticker to be affixed to document**        **Sample sticker to be affixed to document** ▶

**Check here**

Permitting microfiche (4''x 6'' film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

——— *Sample* ———

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**Level 1**

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

——— *Sample* ———

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**Level 2**

**or here**

Permitting reproduction in other than paper copy.

## Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

| Signature: | Position: |
|---|---|
| Printed Name: | Organization: |
| Address: | Telephone Number: ( ) |
| | Date: |

## III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC , or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

| Publisher/Distributor: | |
|---|---|
| Address: | |
| Price Per Copy: | Quantity Price: |

## IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

## V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

(Rev. 9/91)

**ACCESS ERIC**

## Toll-Free 800 Number Makes Education Information Accessible

ACCESS ERIC is your gateway to the Educational Resources Information Center (ERIC), a nationwide information service designed to make education literature readily accessible.

With its toll-free number, **1-800-USE-ERIC**, ACCESS ERIC makes it easy for you to locate and obtain education information. One call puts you in touch with information specialists who can answer questions about ERIC, refer you to subject-specific information sources, and provide education-related publications produced by ERIC.

Sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, ERIC helps teachers, librarians, students, parents, researchers, and policymakers stay abreast of the most important developments in the education field. Through ERIC, you can access information on a wide range of subjects.

In addition, ACCESS ERIC recently introduced four reference and referral databases to guide you through the vast world of education information. These databases are also available as print directories.

■ **ERIC Digests Online**--Synthesizes information for you and includes more than 470 full-text ERIC Digests (two-page summaries) on current topics in education.

■ **ERIC Information Service Providers**--Lists nearly 1,000 agencies, such as libraries and information centers, that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, or subscribe to and collect ERIC hard-copy reference tools.

■ **Education-Related Information Centers**--Helps you quickly locate agencies knowledgeable about your subject needs. Describes more than 200 resource centers that cover a broad range of education-related topics and provide user services, technical assistance, and information dissemination.

■ **Education-Related Conferences**--Presents nearly 500 international, national, State, regional, and local education-related conferences covering the entire calendar year.

And, to help you stay up to date on a broad range of education-related issues, ACCESS ERIC offers free subscriptions to The ERIC Review. You can also order copies of A Pocket Guide to ERIC and other resources to help you access and use ERIC.

**Gain entry to a world of education literature. For more information, call 1-800-USE-ERIC, Monday to Friday, 8:30 a.m.-5:30 p.m. (eastern time), or write:**

**ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850**

# MAJOR VENDORS OF ERIC ONLINE SERVICES AND CD-ROM PRODUCTS
## (ADDRESSES AND TELEPHONE NUMBERS)

The ERIC database is one of the most widely used bibliographic databases in the world. Users from 90 different countries perform nearly half a million searches annually of the database.

The ERIC database currently can be searched via five major online and CD-ROM vendors (listed below). Those wishing to search ERIC online need a computer terminal that can link by telephone to the vendor's computer and a subscription with one or more vendors.

In addition, the *Directory of ERIC Information Service Providers* lists the addresses, telephone numbers, and ERIC collection status for more than 900 organizations that perform searches for ERIC users. To order a copy of the *Directory*, call any ERIC component.

Online Vendors:

**DIALOG INFORMATION SERVICES**
3460 Hillview Avenue
Palo Alto, California 94304
Telephone: (415) 858-2700;
        (415) 858-3785 (Start-up);
        (415) 858-3810 (Customer Service);
        (800) 334-2564

**BRS INFORMATION TECHNOLOGIES**
8000 Westpark Drive
McLean, Virginia 22102
Telephone: (703) 442-0900
        (800) 289-4277

**OCLC (Online Computer Library Center)**
6565 Frantz Road
Dublin, Ohio 43017-0702
Telephone: (614) 764-6000
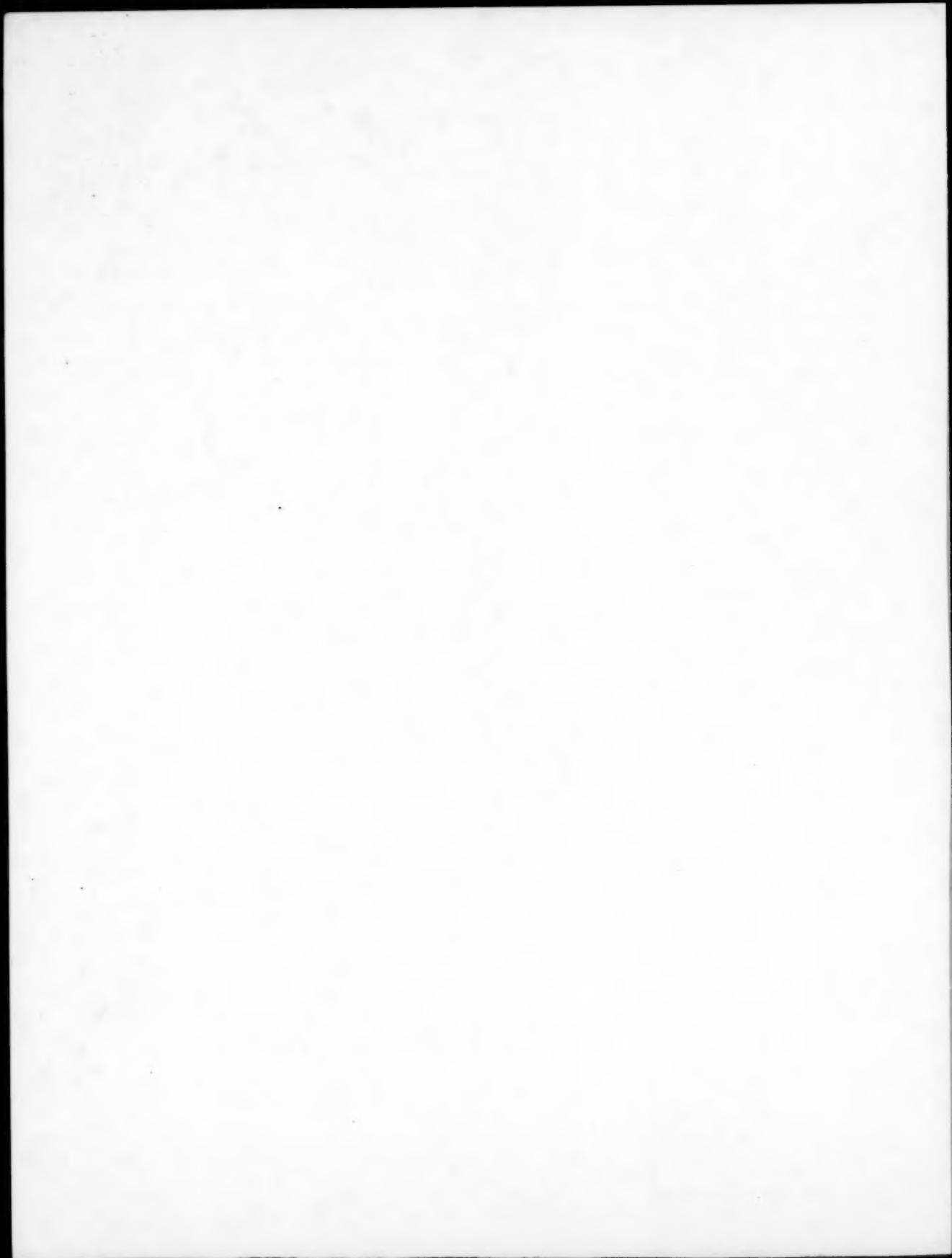        (800) 848-5878, Ext. 6287

CD-ROM Vendors:

**SILVERPLATTER INFORMATION, INC.**
100 River Ridge Drive
Norwood, Massachusetts 02062-5026
Telephone: (617) 769-2599
Telephone: (800) 343-0064

**DIALOG INFORMATION SERVICES**
3460 Hillview Avenue
Palo Alto, California 94304
Telephone: (415) 858-2700;
Telephone: (415) 858-3785 (Start-up);
        (415) 858-3810 (Customer Service);
        (800) 334-2564

# ERIC Network Components

There are currently sixteen (16) ERIC Clearinghouses, each responsible for a major area of the field of education. Clearinghouses acquire, select, catalog, abstract, and index the documents announced in *Resources in Education (RIE)*. They also prepare interpretive summaries and annotated bibliographies dealing with high interest topics and based on the documents analyzed for *RIE;* these information analysis products are also announced in *Resources in Education.*

## ERIC Clearinghouses:

**ADULT, CAREER, AND VOCATIONAL EDUCATION** (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353; (800) 848-4815; Fax: (614) 292-1260

**COUNSELING AND PERSONNEL SERVICES** (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492; Fax: (313) 747-2425

**EDUCATIONAL MANAGEMENT** (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043; Fax: (503) 346-5890

**ELEMENTARY AND EARLY CHILDHOOD EDUCATION** (PS)
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386; Fax: (217) 244-4572

**HANDICAPPED AND GIFTED CHILDREN** (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 264-9474; Fax: (703) 264-9494

**HIGHER EDUCATION** (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597; Fax: (202) 296-8379

**INFORMATION RESOURCES** (IR)
Syracuse University
Huntington Hall, Room 030
Syracuse, New York 13244-2340
Telephone: (315) 443-3640; Fax: (315) 443-5732

**JUNIOR COLLEGES** (JC)
University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931; Fax: (213) 206-8095

**LANGUAGES AND LINGUISTICS** (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551; Fax: (202) 659-5641

**READING AND COMMUNICATION SKILLS** (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847; Fax: (812) 855-7901

**RURAL EDUCATION AND SMALL SCHOOLS** (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
Telephone: (800) 624-9120; Fax: (304) 347-0487

**SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION** (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717; Fax: (614) 292-0263

**SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION** (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838; Fax: (812) 855-7901

**TEACHER EDUCATION** (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186
Telephone: (202) 293-2450; Fax: (202) 457-8095

**TESTS, MEASUREMENT, AND EVALUATION** (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K Street, N.W.
Washington, D.C. 20007-3541
Telephone: (202) 342-5060; Fax: (202) 342-5033

**URBAN EDUCATION** (UD)
Columbia University
Teachers College
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433; Fax: (212) 678-4048

## Sponsor:

**EDUCATIONAL RESOURCES INFORMATION CENTER**
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5720
Telephone: (202) 219-2289; Fax: (202) 219-1817

## Centralized Database Management:

**ERIC PROCESSING & REFERENCE FACILITY**
2440 Research Boulevard, Suite 400
Rockville, Maryland 20850-3238
Telephone: (301) 258-5500; Fax: (301) 948-3695

## Document Delivery:

**ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)**
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (800) 443-ERIC (3742); (703) 440-1400;
Fax: (703) 440-1408

## Commercial Publishing:

**ORYX PRESS**
4041 North Central Avenue, Suite 700
Phoenix, Arizona 85012-3397
Telephone: (602) 265-2651; (800) 279-6799; Fax: (602) 265-6250

## Outreach:

**ACCESS ERIC**
1600 Research Boulevard
Rockville, Maryland 20850-3166
(301) 251-5486; (800) 873-3742; Fax: (301) 251-5212

**SUBJECT INDEX**

**AUTHOR INDEX**

**INSTITUTION INDEX**

**PUBLICATION TYPE INDEX**

**CLEARINGHOUSE NUMBER/ED NUMBER
CROSS REFERENCE INDEX**

## ERIC® PRICE CODES

### PAPER COPY

| Price Code | Pagination | Price |
|---|---|---|
| PC 01 | 1 - 25 | $ 3.12 |
| PC 02 | 26 - 50 | 6.24 |
| PC 03 | 51 - 75 | 9.36 |
| PC 04 | 76 - 100 | 12.48 |
| PC 05 | 101 - 125 | 15.60 |
| PC 06 | 126 - 150 | 18.72 |
| PC 07 | 151 - 175 | 21.84 |
| PC 08 | 176 - 200 | 24.96 |
| PC 09 | 201 - 225 | 28.08 |
| PC 10 | 226 - 250 | 31.20 |

ADD $3.12 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

### MICROFICHE

| Price Code | Pagination | No. of Fiche | Price |
|---|---|---|---|
| MF 01 | 1 - 480 | 1-5 | $1.15 |
| MF 02 | 481 - 576 | 6 | 1.40 |
| MF 03 | 577 - 672 | 7 | 1.65 |
| MF 04 | 673 - 768 | 8 | 1.90 |
| MF 05 | 769 - 864 | 9 | 2.15 |
| MF 06 | 865 - 960 | 10 | 2.40 |
| MF 07 | 961 -1,056 | 11 | 2.65 |

ADD $0.25 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)